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ABSTRACT

Fifteen author-contributed papers are presented to help campus personnel understand the difficulties encountered by disabled college students. Initial sections address issues and strategies involved, while a third section presents six case studies describing successful programs. A final chapter lists annotated resource guides on aspects of higher education, consumer interest, and equipment and services. The following papers and authors are represented: "The College's Challenge" (J. Hourihan); "Changing Campuses: Mainstreaming and Accessibility of Higher Education" (R. Barris); "Campus Interactions: Attitudes and Behaviors" (R. Nathanson); "Needs of Disabled Students: Help-Asking and Help-Giving" (D. Woods); "The Role of the Counselor" (K. Luxton); "Technology for the Uninitiated" (R. Baker); "Career Counseling of the Disabled" (E. Hoffmann); "Strategies for Dissemination of Information" (F. Dillon); "Disabled Working with Disabled" (B. Rivlin); "The Changing Scene: An Update Report on Facilities and Programs for Disabled Students at Ramapo College of New Jersey" (G. Potter and L. Potter); "The Challenge of the Admissions Process" (M. Riggs); "Campus Committee for the Handicapped" (B. McCartney); "Such Stuff As Dreams Are Made On: College Education by Phone" (M. Nolan); "Common-Sense Notions on Assisting the Handicapped: A Secretary's Perspective" (J. Johns); "Financing a Program for the Disabled in Higher Education" (H. Gerardi). The document includes R. Mahler's annotated resource guide and bibliography. Appendices include a timetable for Section 504 compliance activities and a map of Ramapo College. (CL)

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Disability: The College's Challenge

Sponsored by the Project for
Handicapped College Students*
Teachers College, Columbia University
New York, New York 10027

John P. Hourihan
Editor

1980

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Preface

Colleges and universities that were established in times when society had little knowledge about or faith in its disabled citizens reflected that little faith and knowledge in many ways. Chief among these was the construction of campuses which were architecturally inaccessible. In effect their physical plants shouted out to the world what few were willing to state publicly—"We do not have to accommodate disabled students because we do not believe they can achieve on campus," or "No disabled need apply. Therefore we do not have to plan for them."

With the success of special education programs in America has come a new Age of Enlightenment to the institutions of higher learning. These institutions now look at disabled students as persons with abilities that can enable them to function on campus and be prepared to make a contribution to society rather than to be a drain on it. This new perception of the handicapped has presented a challenge not only to the disabled college students but also to their colleges and universities.

This book is the second in a trilogy planned by the Regional Education Program for Handicapped College Students which was based at Teachers College, Columbia University and which came to be known as the Teachers College Project for Handicapped College Students. The first book entitled *Disability: Our Challenge* consisted of lectures presented by prominent professionals who happened to be disabled. These lectures discussed disability as it related to education, employment, civil rights, social factors and recreation. The present work is a guide for people on campus who wish to understand the difficulties encountered by disabled college students and want to do something about them. This guide has chapters written by professionals and students who were either members of the Regional Education Program, or students served by it, or professors from institutions associated with the program.

This latest work is not meant to be a cook-book approach to dealing with disabled college students but rather a book that would communicate the spirit that permeated the Program from its inception. This spirit was a unique phenomenon and contributed to its success.

It is our hope that through this book that spirit will be caught by the reader, who in turn will become an instrument of change on his or her campus.

July 1980

John P. Hourihan
Director

Acknowledgements

We owe a debt of gratitude to all who were associated with the Project. Without them the second book in the trilogy being published would not have been possible.

Our heartfelt thanks go out to the enlightened members of the U.S. Congress who passed the legislation that made projects such as this possible. Gratitude must be expressed to the former U.S. Office of Education in the Department of Health, Education and Welfare, for recognizing the needs of disabled college students. In that office, Dr. Edwin Martin, then Deputy Commissioner, gave leadership to men and women in the Bureau of Education for the Handicapped who have given of their time and talents to such an extent that they are a model for all in the field of Special Education. Among these is Dr. Joseph Rosenstein, Coordinator of the Regional Education Program for Handicapped Persons.

Professor Herbert Rusalem, the Project's first Director, and Professor Frances Partridge Connor, Chairperson of the Department of Special Education, cannot be thanked enough for their roles. It was their love for and faith in disabled college students that gave birth to the original proposal made to the U.S. Office of Education.

Special thanks go to Jane Johns, Project Secretary, Judith Maleter, Project Assistant Secretary and Carol Anderson, Copy Editor. Without them the authors of this book could not have functioned.

We are especially indebted to the Advisory Board members: Adrienne Asch, a student; Evelyn Dolan, Coordinator of the State Office for the Handicapped in New Jersey; John H. Fischer, former President of Teachers College: Betty Knapp, of Mainstream; Donald St. John-Parsons, Professor at Bank Street College; and Rashida Yahya, Counselor for the Disabled at Essex County College. They were generous with their genius as well as their time.

Saving the best wine for the last, we want to single out the students, their colleges and universities for a response which was inspirational. Their response to the Project triggered a response in the Project staff. Response sparking response led to a spirit that made it possible to take up the challenge and experience a success that has been its own reward for all involved.

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Part I

Introduction

The College's Challenge

John P. Hourihan

Disabled students on a campus present an exciting challenge to all aspects of academia. The college president has to be concerned with giving the needs of these students a priority that is realistic in terms of costs and the resources of the institution. Faculty must cope with their own attitudes toward disability in general and an especially disconcerting disability in particular. Staff must deal with changes in routine and protocols established for students without disabilities. The board of trustees has to review its philosophy of education, which was probably developed at a time when there were few if any disabled students on campus. The whole student body has to be understanding of the need to right the wrongs that have been wrought through discrimination and prejudice against the disabled in society in general and on the campus in particular.

Terms and Facts

To meet the challenge, it will be helpful for all—from the college president to the campus police—to have some understanding of the terms that are used when dealing with disabled students, as well as to realize that there is some confusion in their use. A few basic facts will also be helpful after there has been some clarification of the terminology.

Terms

Most people use "disability," "handicap," "the disabled," and "the handicapped" interchangeably. The professionals, in an effort to bring clarity to their own fields, have introduced new terms such as "impaired." An example of this is seen in the fact that people with any loss of hearing today are referred to as "hearing impaired," whereas in the days before the present advanced knowledge of the problem, as well as the sophisticated equipment to diagnose and treat it, they were all called "deaf." Now "hearing impaired" refers to those who are hard of hearing as well as to those who are deaf (Bradford & Hardy, 1979). There is even confu-

sion about simple terms such as "deaf" and "blind." Some people have been heard to ask if it is difficult for the deaf to read braille, or again, for the blind to read lips.

The terms generally used for a condition restricting someone's functioning are "handicap" and "disability." A perusal of the American Heritage Dictionary gives some interesting insights into these terms (Morris, 1979). "Handicap" comes from an early phrase "hand in cap" which referred to a lottery game in which the players held the forfeits in a cap. The term was associated with forfeits. As it was eventually used by people, its first meaning was a race or contest in which advantages or compensations are given to different contestants according to their varied abilities or experience. One thinks of a game of golf in which handicaps or a certain number of strokes are given to equalize a match based on the previous experience of the players. From the idea of giving a certain number of strokes to a poorer player, it is easy to see how the word took on the meaning of a deficiency, especially an anatomical, physiological or mental deficiency that prevents or restricts normal achievement. Thus, what a bad slice or hook is to someone in a game of golf, so deafness or blindness can be in the game of life. Consequently, the term took on the meaning of disability or hindrance.

A purist in language might say that the terms should not be used interchangeably, since the term "handicap" is much broader than "disability." People who do not have any anatomical, physiological or mental deficiency may be handicapped in other ways. At the turn of the century, it was a handicap to profess publicly a certain religious faith. There are people today who still remember the signs in windows of some parts of the country stating "Help wanted—Catholics need not apply." Again, many people today are conscious of the handicap of having black skin.

People who view themselves as handicapped feel less adequate than others. Consequently, it is possible that in certain situations the disabled might not be handicapped but the nondisabled could be. When New York City was darkened in its last power outage, sighted people caught in offices and apartments without light were very handicapped, but the visually impaired people were not.

"Handicap," as a word, does not in its composition have a negative connotation. However, in its definition it does. On the other hand, "disability," in its very morphological make-up, begins with the negative prefix "dis," which indicates lack or deprivation. The term in its basic meaning indicates a lack of ability or something that disables.

Disability is a general term referring to a range of disabling factors. Under this category, the following can be listed: alcoholism, amputations, arthritis, blood disorders, brain damage, cancer, cardiac disorders, cerebral palsy, cystic fibrosis, diabetes, drug addic-

tion, epilepsy, hearing impairment, hypertension, kidney disease, learning disabilities, mental illness, mental retardation, multiple sclerosis, muscular dystrophy, myasthenia gravis, neurological disorders, orthopedic disorders, pulmonary disease, speech and language disorders, spina bifada, stroke and visual impairment. This is not a complete list, but it is sufficient to give those interested an understanding of the various conditions which come under the umbrella of "disability."

A particular impairment is associated with a certain functional loss—deafness with the ability to hear, blindness with the ability to see, paralysis with mobility, etc. Of course, a functional loss in one area does not mean overall functional incapacity. This is evidenced by the countless examples of disabled who go on to excel in many areas of professional expertise. Moreover, with the prosthesis and technical aids developed in the present age, the functional loss has itself been greatly reduced.

Finally, there are extrinsic factors which can intensify the handicapping factors in disability. These are the attitudes and the values of the society in which the disabled person must live. More will be said about this in the next part of this chapter.

Facts

Understanding disability in relation to a particular condition, the consequences of that condition and the attitudes of society toward it makes it easier to appreciate the facts about disability given by Harold Russell, Chairman of the President's Committee on Employment of the Handicapped (1979):

- Over 11 million Americans aged 16-24 reported permanent work disabilities (10% of all men and 8.5% of all women).
- Over 6 million aged 18-64 had been disabled 10 years or longer.
- Disability increases with age going from 4.5% of the population in the 16-24 age bracket to 21% of those in the 55-64 age bracket.
- The disabled have less schooling than the nondisabled, with 85% not going beyond high school as compared with 75% of the general population, and only 5% having some college education as compared with 11% of the general population.
- Disabled people with jobs held proportionately fewer professional, technical and managerial jobs than did the general population—21% of the men and 15% of the women held

such positions compared with 26% and 20% respectively in the general population.

- Fewer disabled are employed, with only 42% in gainful employment compared with 59% of the general population.

Disability and Society

Disability means deviance. It means that certain people deviate from the norm, however "normal" is described or defined by a given society. People who are hearing impaired deviate from others in their communication. Some depend upon speech reading; others upon manual communication; some both. Paraplegics deviate from others in that they depend upon wheelchairs for mobility. This necessitates different arrangements for public telephones, water fountains, toilet stalls, etc. And so it is with each disability. Each results in deviancy from the normal.

To understand the challenge presented to the colleges and universities by the presence of disabled students on campus, it is well to understand the concept of deviancy and its social implications.

Society establishes norms and then reacts to those who deviate from these norms. In a white society, people react to those who are black. In a society which standardizes its structures for citizens who can see, are mobile and communicate orally, the general public reacts to the blind, the crippled and the deaf. To understand society's reaction to disability, it is useful to understand the concept of deviance.

All deviance is usually divided into three parts: rule breaking, negative evaluation by others and punishment (Lowell, 1979). Society has many rules, written and unwritten, that are based on the values of its culture. Thus deviancy should be viewed as being culturally defined. Disabled people living in a culture that values among other things eye contact, handshaking and conformity will be unconsciously viewed as rule breakers,—the deaf for reading lips and not having eye contact, the quadriplegic who can't return a warm handshake and the blind who bring dog-guides into public places where animals are not allowed.

Associated with values are expectancies. Members of a society have general expectations of how other people will behave and how they should relate to that behavior. This makes for a sense of security, an easy feeling in relation to others. When the disabled do not conform to these expectancies, an individual's sense of security is threatened and he or she feels uneasy.

The disabled, then, have broken a rule and with that goes a negative evaluation in a society that cherishes rules, norms and standardized procedures, equipment and facilities. A negative reaction is normal when people believe that the social and cultural values upon which the rules and norms are based are being

threatened. In nineteenth-century America, the negative reaction took the form of construction of asylums for the disabled outside the towns and cities—far from the madding crowd.

The third part of deviance is punishment. The disabled have been punished by society in general and by individual segments of society such as colleges and universities in particular. One example of punishment by society as a whole is the present system of public transportation that virtually prevents people in wheelchairs from getting to work. Another is the system of disincentive which discourages very talented disabled men and women from working by discontinuing government benefits essential to functioning when employment is obtained, although its compensation is not adequate for the extraordinary expenses involved in living with a disability. Another is the pattern of unemployment and underemployment indicated by Russell (1979). Colleges and universities have punished the disabled in the past by making admission difficult and by erecting architectural and programmatic barriers.

Struggle Toward Enlightenment

In the dawn of Western civilization the citizens of Greek and Roman societies allowed handicapped infants to perish because they were unwanted in those societies. (Deaf infants often escaped this social penalty due to the lack of visibility of their handicap, but as they grew were stigmatized as being of limited mentality.) With the advent of the Judeo-Christian value system emphasizing the worth of the individual, the attitudes of early society gradually changed. This value system inspired individuals within society to concern themselves with meeting the needs of the handicapped (Hourihan, 1979).

However, as a part of man's struggle toward enlightenment in general, this changing social attitude has been slow and faltering. It is but another proof of the historical fact that Clark (1969) alluded to in his study of civilization, namely, the development of the human race is not a steady, smooth, even process.

The present system of educating the handicapped in the United States is an expression of society's changing attitude toward its disabled members. Society did not always have faith in those who deviated from what is considered normal. Modern man and woman have traveled a long road through the darkness of centuries of misunderstanding to reach the present enlightened state wherein they are beginning to understand the implications of various disabilities and the relevancy of these implications to the development of the individual's potential. Social attitudes have evolved from a point in time when it was thought that the disabled could not achieve to the present age wherein there is a system of special education that is graduating students capable of functioning in the colleges of the country.

In the last decade the disabled in America threw down the gauntlet to the country and dramatically challenged its establishments to end discrimination against them. In the true American spirit of rebellion against injustice, they rose as one to terminate the inordinate delay in the administrative enforcement of Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112 as amended by P.L. 93-516). As a result of the pressure, the Secretary of Health, Education and Welfare published the proposed regulation (41 F.R. #138, 29548/July 16, 1976/)* which stimulated a public debate. Typical of a society resisting change, it was only after there were sit-ins, with many of the protestors in wheelchairs, that the regulations became effective on June 3, 1977 (42 F.R. #86, P. 22676/May 4, 1977).

Accepting the Challenge

The presence of disabled students on a college campus can be an enlightening experience for all—whether president, professor, fellow student or porter—enlightening because so many intelligent and well-intentioned people in the academic world have no idea how they feel about disabilities until they are confronted with the presence of a human being who happens to be disabled. Among those who are honest with themselves, there will be some soul-searching, which demands great humility in accepting the truth about their feelings and acting rightly toward those who prompt such feelings.

Sincere campus personnel will look into their own hearts and honestly answer a few questions:

- Do I feel uneasy in the presence of the disabled?
- Have I thought of hiring the disabled for the college?
- Am I aware of the difficulties the disabled have in our society with regard to access to buildings, use of public conveniences and transportation?

Until the midpoint of this century, most Americans did feel

*The regulation is divided into seven subparts. Subpart E is concerned with postsecondary education. It proscribes discrimination against the disabled in recruitment, admission and treatment after admission to the campus. Colleges and universities are required to make reasonable adjustments to permit the students to fulfill academic requirements and to ensure that they are not excluded from programs because of the lack of supportive aids and services. The colleges may not establish consortia with a view to forcing students with a particular disability to go to one college, thereby limiting their freedom. Appendix A gives the timetable for Section 504 compliance activities.

uneasy, had not thought seriously of hiring the disabled and were unaware of the problems of the disabled. In fact, most citizens did not realize how much discrimination was directed toward disabled people and how much of this discrimination was the result of the public's attitude toward the disabled.

Ragosta (1980), in her study of the administration of the Scholastic Aptitude Test to disabled students, noted that "One pervasive handicap, however, was common with students across many disabilities: the attitude of the public toward the handicapped" (p.1).

This negative attitude of the general public can so infect the colleges and universities that all—whether president, professor, student or porter—merely reflect those attitudes on campus. They, in turn, become a handicap to the disabled. On the other hand, they can pick up the gauntlet thrown down by their students and begin to influence society, rather than being influenced by it.

In the present decade, many of the colleges and universities are striving to meet the challenge of the disabled—and what a challenge! It will force them to take a hard look at what they claim are their ideals, their philosophy, their values, their principles and their attitudes. It will require that performance replace rhetoric. Meeting the challenge will be stimulating in that it can help them break out of the old thought patterns for solving problems and lead to creative and imaginative approaches to dealing with the difficulties, not only of having increased numbers of disabled students on campus, but also of the myriad of problems facing colleges and universities during this transitional period in the history of Western civilization. It can be a rewarding challenge if it gives a new direction, a new sense of commitment to the institutions of higher learning, and through them, to all other institutions in society that were influenced by the Industrial Revolution.

The society born of that revolution and its values is dead and the institutions molded by it must now prepare for the birth of a new society and a different set of values spawned from an increasingly complex technology (Toffler, 1979). Solving the problem of having disabled students on campus requires a rethinking of every aspect of campus life and structure. This could be an invaluable exercise in preparation for the tremendous thought that will be required for restructuring and redirecting colleges and universities seeking to meet the greatest challenge of all—the birth of a new age. Colleges have much to gain in accepting this challenge. They and society will be the beneficiaries.

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Changing Campuses: Mainstreaming and Accessibility of Higher Education

Roann Barris

Mainstreaming is a term that is not frequently applied to higher education; as a concept it is more generally associated with elementary and secondary education. Possibly this is because the tradition of isolating children and developing special groups has not been as pervasive in colleges as it has been in grade schools, so the issue is not really one of taking people out of a special track and placing them in a nondiscriminatory one. Possibly it is because handicapped students have historically been more generally excluded from higher education, due to the belief that such an education was the right of only an elitist few, and therefore, the issue is one of acceptance and accessibility.

Mainstreaming and accessibility are both new ideas. Major legislation concerning them appeared predominantly in the 1970s, and articles describing these movements have only recently proliferated. In fact, as a major journal index entry, the term "mainstreaming" cannot be found before the mid-seventies.* Nevertheless, the antecedents to these movements extend back many years. Although exceptionally qualified disabled individuals attended college in the nineteenth century, the first breakthrough came when Helen Keller received her bachelor's degree from Radcliffe (Rusalem, 1976). However, despite the gradually increasing enrollment of disabled college students, many colleges and universities remained both inaccessible and reluctant to admit disabled students well into the seventies (Mahan, 1974). Even when schools stated that they would not reject such students, very often they were nowhere near being adequately equipped to make their admission possible. Mahan described a questionnaire survey of all four-year colleges and universities which had a response rate of 88%. It revealed the following information:

1. While 18% of the responding institutions said they would reject blind students, only 34% had reader service. Seven percent had taped texts, and 60% would permit seeing-eye dogs on campus.

*In the *Current Index to Journals in Education,* "mainstreaming" is not a topic heading until 1977.

2. Wheelchair students would be rejected by 27% of the schools, but only 9% had ramps, 5% provided transportation on campus, and 27% had elevators in the buildings.
3. Deaf students would be rejected by 22%, but only 3% of the schools had amplification equipment.

These statistics point to a serious discrepancy between even a minimal verbal commitment and reality. Furthermore, Mahan's article did not indicate that a survey conducted thirty years before—in 1944—elicited very similar statistics: 2 to 3% of surveyed schools had ramps, 14% had handrails, and 5% had adequate elevator service (Rusalem, 1962).

Although colleges have been slow to become more accessible, the twentieth century has seen both an increase in the enrollment of handicapped students and a concomitant change in their reasons for attending. Probably, prior to the seventies, vocational goals formed the primary motivational force in a disabled person's application to a college or university. This was largely because for many disabled students, college was part of their vocational rehabilitation plan, and sponsorship would be offered them only if a college education was related to their vocational adjustment (Rusalem, 1962).

In addition, as jobs have become more difficult to obtain without a college degree, it has also become more apparent that "for many disabled individuals, the lack of a college degree or other specialized training may be the only real vocational handicap" (Mahan, p. 51). But factors such as the increase in special education facilities at elementary and secondary levels, changing public attitudes toward disabled people, open enrollment, a changed philosophy about learning disabilities and more emphasis by educators on individual and flexible performance criteria have not only created a larger group of disabled individuals seeking to attend college (Rusalem, 1976), but have also added other reasons for their wishing to do so. Just as nondisabled young adults may apply to college in order to postpone making vocational decisions, to further their learning or to take an initial step toward independence from their families, disabled young adults may be motivated by these reasons as well.

Still, vocational preparation probably continues to be the strongest force—a fact that may possibly be attested to by a recent survey finding that "public two-year institutions were the predominant choice of handicapped students, while private universities and other private four-year institutions were the least chosen" ("Handicapped Students," 1980). The last decade has witnessed a more concerted response to the issue of campus accessibility. For instance, in 1975 a "regional vocational adult and postsecondary program" (ReVAPS) began with a little more than half a million

dollars supporting the efforts of three institutions to become accessible. By 1976 the funds had increased to two million and thirteen schools were involved. The goal of this program was to provide educational opportunity at the postsecondary level through schools which would serve as regional centers, able to accommodate a wide range of the population (Brown, 1977).

In addition to minimalizing architectural barriers, schools have begun providing services that would enable disabled students to anticipate and solve problems which might otherwise prevent them from fully participating in or completing their education. An informal perusal of college catalogs and brochures initially reveals that some schools are beginning to reach out, with booklets and campus accessibility maps, to inform prospective disabled applicants that the schools are prepared to work with them; that, in fact, they may have special services to assist these students: that they are beginning to develop overall strategies for facilitating the attendance of disabled students, instead of working on a problem-by-problem basis; and that they may already have active disabled students' groups on campus. For example, the State University of New York at Buffalo has a "loan closet" of special equipment which can be borrowed by students while their own is being repaired or replaced. The Office of Programs for Handicappers at Michigan State University has coordinated campus transport services and developed an Information Processing System program, which is designed to allow student Handicappers access to all forms of information. At Boston University there is a system of "academic and service advocates" who are established contacts for problems in specific areas. Newer schools such as Ramapo College and Southwest Minnesota State College have been built barrier-free, and there are schools now that also offer telephone programs for homebound students (Russo, 1977). Consistently a forerunner of accessibility, the University of Illinois offers, among its other innovative programs, a driver's education simulator laboratory and a halfway house which provides supportive services and limited attendant care to severely disabled students, while encouraging them to develop maximum independence and responsibility. The halfway house also serves as a residential training center for students in health-related fields (Nugent, 1978).

While it is apparent that changes have occurred, it may be less apparent that the impetus for these changes has largely been judicial and legislative. Some of the earliest judicial precedents for mainstreaming occurred in the 1950s. Two of the three important rulings from this period dealt with the issue of segregated education at university levels. In *Sweatt* v. *Painter,* in 1950, the Supreme Court struck down segregated law schools, while *McLaurin* v. *Oklahoma State Regents* in the same year ruled against segregation in graduate schools of education. Both cases, although directly

responding to instances of racial segregation, could be applied to any form of segregation in schools, as can be seen in the following statement issued by the court concerning the effect of setting apart a student:

> "The result is that appellant is handicapped in his pursuit of effective graduate education. Such restrictions impair and inhibit his ability to study, to engage in discussions and exchange views with other students, and, in general, to learn his profession. . ."
> (cited in Laski, 1978, p. 11)

The third important ruling in the fifties moved into the arena of elementary education. The decision in the case of *Brown v. Board of Education* stated that separate education at the elementary school level was inherently unequal (Laski, p. 10). Nineteen sixty-seven appears to be another milestone year. In that year the Bureau of Education for the Handicapped was established, and the tracking system in Washington, D.C. public schools was ruled illegal in the decision of *Hobson* v. *Hansen*. This decision was based on testimony that the tests used to determine tracks had been standardized on white middle-class groups. Consequently, students were being classified according to socioeconomic or racial status, rather than ability (Ross, DeYoung and Cohen, 1977). The recognition that testing and tracking were resulting in racially segregated classes was the beginning of a more general awareness that test bias could discriminate against other groups, e.g., handicapped children as well.

In 1970 three relevant cases were tried. *Spangler* v. *Board of Education* again dealt with the question of testing bias and tracking. This decision found that racial imbalance in Pasadena schools was due to deliberate policies, one of which was "interclass grouping." Interclass grouping was determined by intelligence tests that were inaccurate and unfair. In *Diana* v. *State Board of Education,* the court ruled that language could not be a barrier to education; thus, students for whom English was a second language had to be tested in their primary language, as well as in English, and with tests that did not depend on verbal skills (Ross, et al., 1977). These mandates for fair and "culture-free" testing are easily applicable to situations where children were tracked into special classes because they lacked the motor coordination, for instance, to complete a test. The third relevant case of 1970 was the first to explicitly pertain to handicapped children—*Pennsylvania Association for Retarded Citizens* v. *Commonwealth of Pennsylvania.* The decision of this case—that all handicapped children were entitled to an education, and that the education must be appropriate to their needs—moved education for disabled children into the realm of

civil rights and out of that of charity (Kolstoe, 1978). In a similar vein, the decision of *Mills* v. *District of Columbia Board of Education*, 1972, placed the responsibility for the education of handicapped children on the public. Not only did every child have a right to public schooling, but if he was unable to attend a regular school, then the system had to provide or pay for an alternative (Brenton, 1977). The long-term implication of this case is that it would evidently be to the school system's advantage to be able to accommodate handicapped pupils within its regular schools.

Regarding integration in higher education, it is widely acknowledged that "Section 504 of the Rehabilitation Act (of 1973) is the centerpiece for definition of the rights of disabled people" (Laski, p. 13). With this act and the congressional guidelines for its implementation, issued four years later, colleges and universities receiving federal financial assistance were required to make all programs accessible to disabled students, either through structural changes or through alternatives such as relocating classrooms, providing aides to help obtain library materials, classroom interpreters, etc. Early judicial enforcement of Section 504 came in 1977 in the case of *Barnes* v. *Converse College*. When a deaf student sued the college for refusing to provide her with an interpreter, the court upheld her right to be provided with such services (Laski).

The Davis case has most recently achieved notoriety in its testing of 504. Davis, a licensed practical nurse, was refused admission to an associate degree program at Southeastern Community College in North Carolina. Initially a federal district court upheld the school's right to deny admission, but the Court of Appeals reversed the decision. The college then took the case to the Supreme Court, where it argued that Davis was not qualified and therefore not being discriminated against. The Court stated that the college was not required to make a basic change in its academic program if it involved lowering standards or changing essential requirements:

> "Section 504 imposes no requirement upon an educational institution to lower or to affect substantial modifications of standards to accommodate a handicapped person" (cited in Greenhouse, 1979, p. D19).

Although potentially seen as a setback for enforcement of 504, Patricia Roberts Harris, then Secretary of the Department of Health, Education and Welfare, wrote in a letter to college presidents that a college or university continues to be "obligated to make adjustments in its programs when those adjustments are related to the method in which the program is provided rather than to the essential content of the program" (Harris, 1979).

It is obvious that the future does not contain any easy solutions for mainstreaming higher education. Old buildings, limited funds,

poor awareness of existing problems and negative attitudes are major barriers to change. At schools where disabled students comprise a small percentage of the student body, problems continue to be handled on an ad hoc basis. Where there are more disabled students, there appear to be more consistent approaches to accessibility. Of course, it is difficult to know which comes first in such cases—are disabled students selecting schools for their known accessibility, or are certain schools responding to the presence of increased pressure groups on campus?

Change is a complex phenomenon; nevertheless, certain patterns and concepts are frequently identified in studies of change, and these are relevant to the history of college and university mainstreaming. Two of the most oft-cited factors responsible for the success of change in organizations concern the vulnerability of an organization to the social environment and the role of its leader or administrator. Vulnerability refers to the extent to which the organization is subject to social pressure (Sieber, 1975). In the situation of college accessibility, institutions of higher education have felt increased social pressure in the seventies because of legislation threatening loss of funds to noncompliant institutions, growing activism for equal rights among population subgroups in general and larger numbers of disabled students on campuses who are willing to press for change. Simultaneously, colleges are suffering these days—tuition is up and enrollment is down—and they can no longer afford to alienate portions of the public.

Leadership is also a crucial factor (Chesler et al., 1975; Sarason, 1972). The leader can directly prepare an environment for accepting change by actively supporting the innovation through regulations, seminars aimed at increasing individual understanding, allocation of resources for implementing the change, etc.; he or she can indirectly support the innovation by working to create a climate of acceptance in the community and by trying to decrease resistance among hostile groups. The colleges and universities that have responded the most to the issue of accessibility have by and large benefited from an administration that has been willing to strongly communicate its support. Conversely, those schools which seem to have made fewer strides appear to have fragmented administrative support, frequently reflected by the appointment of a counselor or dean for disabled students' services who is already overburdened with other responsibilites.

A promising trend in the movement toward accessibility is the development of networks among institutional leaders, counselors and students. Both formal and informal, such cross-institutional poolings of resources and ideas have provided impetus, motivation and support for many schools. Certainly, this has been the experience of the Project for Handicapped College Students. For many of our associates, the opportunity to share materials, raise

questions and discuss answers—at meetings, over the phone or at workshops—has had the gratifying effect of creating true links between individuals and organizations striving toward a common goal. Although it is difficult to directly tie concrete changes in accessibility to the Project's existence, it would be equally difficult to deny the repeated comment heard over the phone from people calling for advice or suggestions, "Where will we go when you're gone?" But these same people have now begun to form new links, and the pattern of relationships among them has become one of crisscrossing secants, no longer needing to pass through the hub. If further change is to occur, growth and continuation of these networks may well be the key to success.

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Campus Interactions: Attitudes and Behaviors

Robert B. Nathanson

If the 1970s have been any indication, increasing numbers of students with disabilities will be entering institutions of higher education as we move into the next decade. With the recent passage of the Education for All Handicapped Children Act (P.L. 94-142) disabled young people will be provided with educational opportunities and improved educational services leading to high school graduation. This, coupled with the expansion of vocational rehabilitation services at the state level, the continued pressures of modern society in the direction of college enrollment, and recent trends in postsecondary education to maintain enrollments by tapping "nontraditional" student markets, are certain to contribute to an ever-increasing proportion of disabled individuals in higher education. And finally, implementation of Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112) mandates equal opportunity, and will increase the extent to which disabled students participate in education programs and activities at the postsecondary level.

As these students move onto the college campus, they will be "mainstreamed" into various segments of the college community whose members are likely to have had limited or no previous experience interacting with disabled individuals. Various organizational, architectural, financial and instructional concerns are likely to arise in an effort to pave the way for the integration of disabled students. At the same time, an equally important variable contributing to the successful integration of disabled students, but one in need of more attention, is that of attitude.

The professional literature in the areas of social psychology and vocational rehabilitation has paid increasing attention to the relationship between attitudes and disability. The early work of Barker, Wright, Meyerson and Gonick (1953), Wright (1960), and the studies of Yuker, Block and Campbell (1960) and Yuker, Block and Young (1966) on the measurement of attitudes toward disabled persons are often cited in this area. Analyses of the interactions between the visibly disabled and the nondisabled by Davis (1961) and Goffman (1963), and Siller's extensive studies in collaboration with

Chipman, Ferguson and Vann (1967a) and Ferguson, Vann and Holland (1967b) raise significant implications as we focus on the integration of disabled individuals.

More recently, writing emanating from the college campuses has begun to more specifically address the relationship between attitudes and disabled college students. Palmerton and Frumkin (1969) surveyed college counselors, the type of contact they had with physically disabled clients and how this affected their attitudes toward such persons, and Clore and Jeffery (1972) explored the effects of role playing on interpersonal attitudes toward disabled students at the University of Illinois. Rustin and Nathanson (1975) discussed the "mutually difficult" interaction between disabled and nondisabled members of the Long Island University community, and Newman (1976) investigated the attitudes of faculty members at the University of Pittsburgh toward admission of disabled students to their departments. Fix and Rohrbacher (1977) reported on the development of specialized workshops on the campus of Miami-Dade Community College that are designed to increase awareness and change attitudes toward persons who are physically disabled, and most recently, Babbitt, Burbach and Iutcovich (1979), reflecting on Goffman's theory of stigma, investigated stigmatization of physically disabled students at Edinboro State College in Pennsylvania. The work done thus far has practical implications for members of the college community who are beginning to interact with disabled students, as well as for those who have been doing so for some time.

No matter how well trained, sensitive, well-meaning or objective, members of the faculty, administrators, student personnel workers, nonprofessional staff and students are not immune to holding biases, beliefs or prejudices about persons who are disabled. These feelings and thoughts, deeply and often subconsciously rooted, are carried into daily interactions with disabled students and can have a profound effect on their social and educational integration into the college community.

Members of the college community must be aware of their own attitudes and consequent behaviors if they are to effectively interact with disabled students. Moreover, if students with disabilities are to be successfully integrated into the educational mainstream, the attitudes and behaviors of *all* members of the community, including top administrators, adjunct faculty, secretaries, custodial and cafeteria staff, and disabled student "specialists," as well as disabled students themselves, will require continual attention and possible modification.

The ensuing syndromes, illustrated by a series of vignettes adapted from actual campus interactions, focus on some of the feelings and thoughts of members of the college community, and il-

lustrate how these are played out verbally and nonverbally in daily interactions with disabled students.

Syndrome 1. All That Matters Is Your Label

Five months prior to the start of the new academic year, an 18-year-old high school senior paid a visit to a university in a neighboring state to which she had recently been accepted for September admission. The student, who had cerebral palsy from birth and used a manual wheelchair to get around independently, was accompanied by her parents.

After touring the campus, the student met with the Director of Residence Life to discuss dormitory accommodations. With slightly labored speech, the student asked several questions which were easily understood and readily answered. Several moments into the discussion, the Director proudly noted that the entire dormitory where the student would be housed was architecturally accessible, and "of course we'll be able to provide you with an attendant to help you with your needs." The student stated that she wouldn't be needing an attendant, whereupon the Director stated that "it's really no problem for us—we've done it for all the other cerebral palsied students and the arrangement worked out just fine."

Beatrice Wright's (1960, pp. 118-119) use of the term *spread* best characterizes this syndrome. According to this explanation, a person's physique (in this case physical disability or deviation) is perceived as *spreading* to other aspects of the person, so that an evaluation of the total person is largely determined by a single physical characteristic.

Typically, members of the college community adopt a level, usually based on a student's deficiencies rather than his or her assets, and encourage the student to conform to what are perceived as the limitations and potentials of that label. There is little regard for the individuality of the student: students who are blind all have the same needs; all quadriplegics have the same interests and abilities. People who use wheelchairs on campus are referred to as *wheelchair students;* people with any kind of physical impairment are *the handicapped* or *the crippled;* people who have had emotional difficulties are eternally *crazy;* and they may all become *cases.*

In the vignette above, the well-intended Director of Residence Life could not perceive the student as a person with individual abilities, needs and potentials. In the director's mind, the student was a *cerebral palsied student,* just like the other cerebral palsied students who had previously lived on campus—and cerebral palsied students just can't take care of their personal needs by themselves.

Other examples of this syndrome in the college community are the overly helpful political science professor who provides *all* disabled students in his classes with extra time to take exams,

although many don't require such; the administrative policy which dictates that *all disabled students* must meet with the school's "handicapped students advisor"; and the concerned bookstore manager who suggests that the student using a wheelchair, although capable of carrying his own books, bring a friend along next time to help out because "it's too much for you kids in chairs to handle."

This syndrome is characterized by such words and phrases as THE deaf, para, cp's, crippled, THE handicapped, patient, victim, sick, amps, quads, and THE blind.

Syndrome 2. I Feel Sorry For You

A university sophomore, who had become paralyzed below the waist three years before in a football accident while a freshman, excitedly wheeled his chair into the school's student activities office to tell an old hometown friend, now an activities advisor, that he had just gotten a major part in a campus theatrical production. As the student discussed upcoming rehearsals and expressed his joy, the advisor appeared proud of her friend's accomplishment. Speaking in an uncommonly slow, gentle fashion, the advisor then asked the student how he was feeling. The student responded that he was feeling fine, noting that the advisor wore a somewhat pained facial expression and appeared to be staring at the footpedals of his wheelchair. The student said goodbye and departed. As the student briskly wheeled down the hall and out of the building, the advisor's head shook slowly, her pained expression still evident. Joined in the hall by a colleague, the advisor reminisced about "how active that boy used to be—he really used to be something; it's such a pity."

Pity is probably the most common feeling people in our society have for persons who are physically disabled. As products of our society, members of the college community naturally have the same feeling.

In this syndrome, the focus is inordinately on the negative aspects of the student's life—a life filled with pain, suffering, difficulty, frustration, fear and rejection. The disabled student is typically believed to be fragile, hopeless, despairing and a victim of tragic misfortune. Although persons may be aware of these negative feelings and thoughts and try not to show them, the feelings emerge, often through the tone of one's voice or in the expression on one's face.

In the vignette above, the student activities advisor has apparently overlooked the student's enthusiasm and the vitality with which he was anticipating upcoming rehearsals. The advisor's focus was on a student who *"used to be* something," rather than on an exuberant young man who *is* something, very much alive and looking forward to starring in a campus production.

A rather common example of this syndrome is the overly kind

faculty member who expresses an inability to give a blind student a failing grade at the end of a semester even though the student has consistently done failing work because, as the faculty member puts it, "the student has had enough misfortune already."

In this syndrome, characteristic feelings commonly communicated about the disabled student are as follows: "If it happened to me I'd fall apart." "It's such a pity." "I don't know how he manages to go on." "It's a tragedy." "What a shame." "I could never handle that."

Syndrome 3. Don't Worry, I'll Save You

A senior, blind from birth, complained to her academic counselor of "too much work" in a medieval literature course. The counselor listened intently as the student talked about having a particularly difficult time completing a required assignment. The counselor expressed an understanding of the student's difficulty and promised, "I'll see whether there's anything I can do for you."

Later that day, the counselor caught up with the English professor in the faculty lounge and asked the professor to "go easy on F. She has enough problems already, the poor kid." After discussing the matter, the professor agreed to "forget about" the assignment, promising that the student would receive a good grade in the class because "she works very hard, and is so close to graduating."

This syndrome is closely related to Syndrome 2. In addition to feeling sorry for the disabled student, the student is typically viewed as being in need of help, immature, inadequate, defenseless, incapable of managing personal affairs, and equally incapable of handling the frustrations tied to those affairs. The well-meaning member of the college community takes an overprotective, dependency-fostering, advocate role. As the student's "savior," he extends special privileges, makes things easier and at times may actually perform tasks for the disabled student—tasks that a student would normally be expected to handle independently. By extending special assistance, a degree of pressure or personal guilt that may be felt is lifted. Rather than seeing a disabled student "struggling" or "suffering" through a task much as other students, it becomes easier to "save" the disabled student, thereby protecting against feelings that may be unpleasant.

In the vignette, the counselor and medieval literature professor seem extremely eager to assist the student. Would their actions have been the same, however, had the student not had a physical disability? By encouraging the faculty member to give the student a break, the counselor has unwittingly fostered dependency, rather than accountability and self-reliance. Further, both members of the college community have shortcircuited a process that had the potential for student growth. Instead, the result may increase the student's sense of helplessness and despair. Had the student been

encouraged to work hard at completing the assignment, and had the outcome been successful, the student's self-image, as well as the counselor's and professor's perceptions of the student, would have been more positive.

Other examples typical of this syndrome are departmental policies that waive mathematics requirements for *all* blind students, and special registration procedures for *all* disabled students, without consideration of the capabilities of the students involved in each instance.

Characteristic of this syndrome are expressions such as the following: "I'll do it for you." "Give (the student) a break." "Don't worry about a thing." "It's too difficult for you." "You have enough to worry about." "It's OK, I understand."

Syndrome 4. You Present Too Many Problems For Us To Handle

Late in the afternoon on the first day of the new semester, the chairman of the chemistry department telephoned the Dean of Students to say that "something has to be done" about a student in a wheelchair who is registered for an introductory chemistry course. Remaining noncommittal, the Dean asked the chairman to explain what seemed to be the problem. The chairman continued, explaining that the student wouldn't be able to do all the required lab work from his wheelchair, that he would be a danger to himself and to other students in the lab, and that the chairman could not have his faculty "catering" to one student "at the expense of the others." The Dean asked the chairman whether he had discussed the matter with the disabled student, and the chairman replied that he had not—"what would be the point?"

In this syndrome, rather than "saving" the disabled student (Syndrome 3), the student is perceived as an added responsibility requiring extra work and additonal time and energy. The disabled student may be viewed as being a "hassle," certain to raise countless problems that can never be solved. Typically, the feeling is that the student would be "better off somewhere else," or that he "shouldn't be in college or at least not in this college." The assumption made by members of the college community is that because of a student's disability, he or she will be incapable of performing various tasks. They fear that the student will become dependent on the community for help with personal needs, will need to be accompanied at all times, and will have to be read to and written for. "What if?" questions are common—"what if there's a fire?"; "what if he can't. . . ?"—as are health and safety concerns.

In the vignette, the chemistry chairman appeared so overwhelmed by the thought of a *wheelchair* in a chemistry laboratory, he failed to recognize the possibility that a potentially competent chemistry student, with solutions to some of his concerns, was

seated in the wheelchair. Rather than involving the student in an assessment of special needs and possible solutions that the student may or may not have had, the chairman anticipated only problems which quite possibly he felt he didn't have answers to.

Other examples of this syndrome in the college community are the residence hall director who does not assign a diabled student a roommate because "it would be unfair—there would be too much for the able-bodied student to handle;" and the work-study coordinator who expresses an inability to develop a placement for a disabled student because the student "might cause problems."

Syndrome 5. I Know What's Best For You

An upper-sophomore, who has had impaired hearing since the age of six, as well as characteristically impaired speech, requested an appointment with a career advisor in the college's Education Division to discuss student teaching possibilities. After exchanging initial pleasantries, the student explained that she has had a long-standing interest in becoming a school teacher, has taken several education courses, and has begun thinking about meeting student teaching requirements. The student began to mention a cousin who has a hearing impairment and who teaches at the elementary school level, whereupon the career advisor interrupted, remarking that he was "not aware of any deaf teachers, at least not in this state." The advisor then asked whether the student was aware that her hearing and speech would "pose problems—both for you and the students."

As the student indicated such an understanding, the advisor glanced down at her academic record. Overlooking the student's outstanding grades in education and related courses, the advisor remarked that she had done very well in mathematics courses. The student nodded in agreement and smiled proudly. The counselor asked whether the student had given any thought to majoring in computer science where "your hearing and speech wouldn't interfere as much." The two continued their session, discussing computer science as a field to look into. The advisor did most of the talking, several times mentioning the deaf computer programmer he read about recently who works at a local company and who "probably earns a heck of a lot more than a school teacher."

With regard to a student's aspirations, professional members of the college community are often in a position to provide either encouragement and a sense of optimism or to dampen enthusiasm and provide a sense of discouragement and negativism. In this syndrome, they typically react negatively.

In the vignette, the career advisor went through the motions of soliciting the student's ideas about the future, then proceeded to set limits on the student's aspirations and dreams, and on the educational and vocational opportunities that appeared to merit further

exploration. The advisor obviously believes that the disabled student's place is not that of a teacher. Lacking any sense of optimism and hope, the advisor, as "prophet," has made a judgment about the student's potential for future success in a given endeavor. Although the advisor may have been well-meaning, and may have possibly made a conscious effort to protect the student from potential difficulty, the student's right to autonomy and to mature, responsible self-determination was stifled.

A common example of this syndrome in the college community is faculty members who, thinking they are acting in the "best interests" of the student, all too commonly advise disabled students to avoid particularly challenging courses or major areas of study because, as one professor was heard to put it to a disabled student, "it's just not right for you."

This syndrome, particularly common in vocational planning, is characterized by such expressions as "you shouldn't," "it doesn't make sense," "you'll never," "how could you?," "don't," "you can't," "limitations," "unrealistic," "your own speed," "I've been doing this for 20 years and," "dreamer," "instead," "not ready," and "listen to me."

Syndrome 6. If I'm Lucky, We Won't See Each Other Today

On several occasions, a junior with congenital deformities of the face and head made an appointment to meet with a counseling center psychologist to discuss difficulties adjusting to the recent loss of a younger brother. The student and psychologist had met for three sessions during the student's freshman year, and the student recalled that although the psychologist had always seemed outwardly very friendly and solicitous, he appeared uncomfortable when they actually worked together.

Recently, specific appointments had been made twice, but they were broken by the psychologist for one reason or another, each time apologetically. When the psychologist finally met with the student, he greeted the student abruptly, seemed impatient, talked in an uncommonly clinical manner, and spent less time with the student than was usually spent with other students. The psychologist tended to fidget with a pencil and to focus on the pencil for extended periods, seldom making eye contact with the student. At the conclusion of this initial session, the psychologist suggested that the student appeared "to have things well under control" and he didn't think it necessary that the two meet again.

This syndrome is characterized by an overriding feeling of revulsion and the conscious or unconscious rejection of the disabled student. The student's physical appearance is an unpleasant, sometimes painful stimulus, evoking feelings of disgust, anger, resentment or frustration in members of the college community. Interacting with the disabled student becomes a burdensome, drain-

ing experience. These feelings are transmitted by impatience and avoidance. The student may be kept waiting, transactions may be cut short or the usual warm greeting or extended handshake may be absent.

Often, the syndrome is characterized by a tendency to overcompensate for feelings of pity, guilt or discomfort. The communicated message may be, "I don't feel the least bit concerned about you—your disability makes no difference." The student who may truly be most in need of support and assistance is viewed with contempt. Members of the college community may appear intolerant of the student's needs and demands, and resent any additional time and attention required by the student. More than one disabled student has been made to feel he is "using" his handicap to gain an unfair advantage.

Characteristic comments about the disabled student are typically communicated by members of the college community to their colleagues. Among these are "I wish I didn't have to see (the student)," "I can't work with," "repulsive," "gives me the creeps," "I'm stuck with," "I'd love to transfer the case," and "why did he have to register for my course?"

Syndrome 7. I'm Amazed By Your Courage

At the conclusion of the spring semester, just before summer vacation, two freshman, one of whom was blind, stopped in at their freshman advisor's office to say they had passed all of their courses. The advisor, responding with great emotion, remarked how "competent" the blind student was, and how the student "never ceases to amaze." The advisor lavished particular praise on the blind student for completing the requirements of an English composition course, exclaiming, "that's really great!" Almost as an afterthought, the counselor urged the other student to "keep up the good work, too," and wished both students an enjoyable vacation.

In this syndrome, members of the college community characteristically allocate an inferior status to the disabled student because of the student's presumed physical and intellectual limitations. The student's actual achievements are overvalued, and he is regarded as amazing, unusual and outstanding because such achievements are in marked contrast with the lowered expectations of the student.

In the vignette, the freshman advisor apparently regarded the blind student as less capable of meeting the college's regular academic demands than his sighted friend. When the blind student did achieve, the achievements, particularly in English composition, received extraordinary praise, out of line with the degree of praise realistically deserved.

Common examples of this syndrome in the college community are the nondisabled student who remarks to a disabled classmate in a somewhat condescending, infantalizing manner, "You're really super, you're just like the rest of us," and the faculty member who gives the disabled student an inflated grade because he is "so motivated and determined, and works so hard."

This syndrome is characterized by such comments as "courageous," "remarkable," "overcame so many obstacles," "miraculous," and "brave."

Syndrome 8. Who's More Anxious, You Or I?

On numerous occasions a freshman with cerebral palsy, which has resulted in a lack of muscle control and severely impaired speech, wished to respond to a question raised in class by her political science professor. As other students raised their hands to recite, the disabled student waved her arm eagerly, yet at no time did the professor select her. Finally, after several class sessions, the student questioned the faculty member about his repeated failure to permit her to speak in class.

During class sessions subsequent to their discussion, the professor made an effort to call upon the student to recite. Often, as the student began to speak, the professor cut short her sentence with a slightly raised voice and completed the sentence by trying to anticipate what the student was going to say. Although several inappropriate responses by the professor made it obvious to the student that the professor was having a difficult time understanding her speech, a nervous nod of agreement accompanied each statement the student made. At no time did the professor overtly indicate a lack of understanding, nor was the student ever asked to clarify or repeat what she had said.

In this syndrome, the disabled student becomes the stimulus for anxiety. For all persons, varying degrees of anxiety are produced by interactions that are new or unfamiliar. Because of limited previous contact with disabled persons, members of the college community may naturally become tense and uneasy. Uncertainty about how to conduct oneself "properly" and fears of offending persons who are disabled—not knowing the "right" thing to do or say—inhibit natural interaction and spontaneous communication. Interactions may be terminated sooner, smiling behavior may increase or decrease, when compared to behaviors with nondisabled students. Physical awkwardness and an overly cautious choice of words may result. For example, one may tend to take particular pains to avoid such words as *see, watch* and *look* when talking with students who have visual impairments—"Did you (hesitation) see (hesitation) the movie last night?"

Anxiety may result for other reasons. Brought face to face with physical disability, a member of the college community may be

reminded of his or her own mortality and susceptibility to injury or illness, or of the possibility that the same could happen to someone closely related. One may become anxious because of feelings of inadequacy, helplessness and embarrassment at not being able to understand what the disabled student is saying, or because of lack of ability to competently assist the student who may be in need. Finally, anxiety may result from feeling overwhelmed and depressed at the severity of the student's disability.

Anxiety is often accompanied by an apparent tendency to speak more loudly, softly, slowly, quickly or simply to students who are physically disabled. The conscious or unconscious assumption seems to be that students who are deaf will be able to hear better if one speaks louder, and that students who have other physical disabilities won't comprehend what is being said unless they are spoken to differently than nondisabled students.

Common examples of this syndrome on the college campus are fellow-student hesitation at bringing up the subjects of sports, dating, sexuality and physical appearance around disabled students, and members of the college community who are quick to refer disabled students to the "handicapped students advisor" to handle the smallest of matters rather than directly working things out with the student.

Characteristic comments about the disabled student that are typically communicated by members of the college community to colleagues are "makes me uncomfortable," "it's so frustrating," "I feel so foolish," "I can't deal with," "inadequate," and "I felt like running out of the office."

Syndrome 9. You Want To Be Just Like Everyone Else, But I Won't Let You

The crowded elevator in Bryan Hall reached the third floor as students rushed to their classes. As the elevator doors opened, the always-pleasant and ever-helpful elevator operator called off the floor and loudly directed those in the elevator to "move back—there's a handicapped student here who wants to get out!" While the student backed her wheelchair out of the elevator, the operator left the still crowded elevator and began pushing the student's chair, asking where she was going. The student thanked the operator but said it was OK, she could get to class by herself. The elevator operator insistently continued down the corridor, never breaking stride, announcing "coming through—wheelchair" while students and faculty waited in the elevator for his return.

Many visibly disabled as well as nonvisibly disabled students arriving on the college campus express the desire to be considered students first and foremost, with their disability taking a back seat.

Indeed, Newman (1976, p. 196), in discussing the views of disabled students toward difficulties they had faced in college, remarked:

> One cannot escape the impression that handicapped students do not desire any prominence that would make them stand out among the student body. We can surmise that handicapped students are already highly sensitive to their being different, that they wish those differences to be obliterated rather than featured, that they wish to be part of the 'normal' world.

In the above vignette, the disabled student may as well have carried a large sign reading "look at me, I'm handicapped." While the student would have preferred to unobtrusively wheel herself out of the elevator and over to class, the well-meaning elevator operator called attention to a *handicapped* person *first*, who secondarily was a student on her way to class with other students. Further, for members of the college community who witnessed the scene, here was another example of the helpless and dependent disabled student making inappropriate demands, rather than the competent student on her way to class like the others.

While any attempt to meet the needs of disabled students may be commended, members of the college community must be careful not to become overzealous, particularly where the student's verbal or nonverbal message is to "leave me alone." Common examples of this syndrome are the speech professor who encourages the disabled student to present a discussion related to his disability—"it would make a marvelous topic;" the overly-helpful dormitory neighbor who continually knocks on the disabled student's door asking if assistance is needed; and the faculty member who, during the first class session, asks disabled students to identify themselves and good-naturedly tells them they will be permitted extra time on examinations.

As products of our culture, professional and nonprofessional members of the college community cannot avoid having many of the prevailing feelings and thoughts about disability and about disabled persons. They may feel discomfort, fear, pity, guilt, frustration and sorrow. They may think of disabled people as courageous, weak, helpless, inadequate or remarkable. Or, they may think of them as non-persons, lacking in any kind of individuality.

Their attitudes toward students who are disabled have the potential to positively affect students' achievement and behavior, while enhancing and facilitating the integration of disabled students into the college community. Or, their attitudes toward disabled students can pose a formidable barrier which, in a very real sense, can be a

greater obstacle than the more commonly considered architectural barriers.

It has not been the intent of this chapter to tell members of the college community what they should or should not think and feel. Rather, members of the college community must become aware of their feelings and thoughts, and must honestly and effectively monitor their behavior with students who are disabled. In this way, their biases, beliefs and prejudices will not be allowed to interfere with the positive growth of the student.

Furthermore, while the focus has been on the attitudes of members of the college community in their interactions with disabled students, we must not lose sight of the contribution that the disabled students themselves must make toward breaking down attitudinal barriers and encouraging the formation of positive attitudes.

Our treatment and expectations of students can have a profound influence on their lives. If students with disabilities are to be successfully integrated into the college community, the attitudes and behaviors of all of its members must become a positive force. Recent legislative mandates challenge us to develop a positive and accepting attitude toward human differences. For some, developing feelings of true acceptance may not be easy and will take time. But by taking a close, honest look at our feelings, thoughts and behaviors toward disabled students, we are taking a critical step toward meeting our responsibilities toward this more frequently encountered student population.

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Part II

The Strategies

Needs Of Disabled Students: Help-Asking And Help-Giving

Diane E. Woods

In my professional experience both as a state-federal vocational rehabilitation counselor working with large numbers of disabled college students and as a project coordinator/counselor for the Project for Handicapped College Students at Teachers College, what emerges for me as the key issue or the main concern when thinking about and discussing the needs of the disabled college student is how "help-asking" and "help-giving" take place. How does the disabled student ask for the help he/she needs and how does the other person offer or give help to the disabled college student?* This is such a loaded issue and we all confront it throughout our lives as it relates to our feelings of dependency. Very often the problems or concerns one has around the dependency-independency issue interfere with the getting and giving of help. It is important, then, to bear in mind that the problems around help-getting and help-giving are not peculiar to the needs of the disabled person.

In the same sense, many of the problems faced by the disabled college student as he or she attempts to prepare for the future are the same problems that any other college student may be faced with as he or she attempts to become a responsible adult in a world that offers many opportunities and presents many roadblocks.

Whereas many of the obstacles or problems of getting through college and on with life faced by the disabled college student are the same as those faced by any other college student, some are clearly quite different. Often environmental and attitudinal barriers must be overcome because of the physical limitations of the person with a disability.

How well a college student with a disability overcomes his or her limitations, moves beyond the barriers, so to speak, and uses the resources in the environment by appropriately manipulating it (the environment) determines to a large extent how well he or she will do

*For purposes of this discussion, a potential "help-giver" is anyone on the college campus who comes in contact with a disabled student.

in college and later in life. In other words, the way a person going through college makes his or her needs known, i.e., asks for help, will have a bearing on what he or she gets, which will have a bearing on what barriers are overcome. Because asking for help implies dependency, and because the eighteen to twenty-one year-old college student is struggling for and with the demands of a new kind of independency, the resulting "balancing act" can present difficulties. It is particularly difficult for the college-age disabled person, who, having in some cases grown up with a physical impairment, has been made to feel more dependent than the child growing up without a disability, and may continue to feel more dependent in college and resent that feeling.

Now, how did that dependency feeling come about? Of course, growing up with difficulty in walking, seeing, hearing, etc., creates special needs, but the help-givers—parents, teachers, physicians—often fuse the disabled child's needs with their own. Then what happens is that the child is given help toward dependency rather than toward becoming independent. (This situation certainly is not peculiar to the disabled child, but a disability provides excuses). Therefore, if parents, teachers and others who are potential help-givers, have manipulated the environment for the child, rather than helping the child to do the manipulating, by the time that child gets to college, the task of moving around in the college world can be overwhelming.

If, on the other hand, the early help-givers had been able to separate themselves from the children, students, patients (whatever the relationship) and assisted the disabled child in a way that promoted independence, then, when that disabled child reached college, he or she would have some pretty good ideas about how to use resources and get help in manipulating the environment. Asking for and receiving help would not be such a loaded issue. The disabled college student would then perceive constructive help not as making him or her more dependent, but rather as a means to promoting independency.

People will perceive their own needs and others' offers of help differently based on their own feelings about dependency and independency. One must be sensitive to the myriad complications which this can lead to whether you are asking for or being asked for help. Potential help-givers must understand that their offers of help may be rejected or resented. This situation could stem from the disabled person's feelings about helplessness (dependency) or from the help-giver's feelings about helplessness. If the potential help-giver has a fear of helplessness, it may be difficult to perceive clearly what is being asked for by the disabled person.

In order to illustrate ways help is either asked for or not asked for, given or not given, a variety of situations experienced by college students with different disabilities will be presented in several

case vignettes. Most of the case vignettes will be drawn from my experience in working with and around disabled college students. It must be kept in mind that these are only a few examples out of numerous possibilities based on unlimited individual differences. The illustrations are an attempt to show, for better or for worse, some choices that some disabled college students have made in the "manipulation" of their environments (the names and circumstances will be altered somewhat for obvious reasons), and some choices that help-givers have made in attempting to work out solutions of problems faced by disabled college students.

Case Vignettes

1. When Nick entered Pharmacy School at a large metropolitan Catholic University, he had known that he had Hodgkin's disease for about three and one half years. He had attended parochial high school where the brothers had known about his condition and had been very nurturing to him. However, Nick did not want any of his classmates to know about his condition. He was actually a robust-looking young man with a very outgoing, considerate personality. He felt that it would make his peers uncomfortable if they knew about his condition and that they would treat him differently. When he was in college he was frequently asked to do things that he was supposed to avoid: play sports, stay up late, carry things, etc. He frequently, then, had to find socially acceptable excuses for not doing these "normal" things in order to cover up his inability to participate by virtue of his physical condition, which people around him were not aware of. Although cover-up was the method of choice for him in manipulating his environment, it created a lot of anxiety. As a "help-giver," i.e., state rehabilitation counselor, I encouraged him to consider the options around this important issue, since doing well scholastically was extremely important to him, as was being very sociable. However, his anxiety about how to handle his hidden disability socially was a threat to his academic success. (To say nothing of the fear of the progression of his disability.) After exploring the options, i.e., he could continue to hide his disability and make excuses, or he could openly admit having a condition which limited him in many ways; he elected to continue hiding until the time came that the condition had progressed to such a point that changes in his physical look were obvious. It was clear that this young man, despite the heavy involvement with chemotherapy and other treatments which were a constant reminder to him of his condition, needed to be able for his emotional well-being to deny his condition when it came to interacting with his peers. Fortunately, he was quite clever at making acceptable excuses and as a result he was able to avoid situations that would have worsened his condition.

2. As a result of an accident which occurred when he was thirteen, Mike had to have both of his arms amputated at the shoulders. Because of the height of the amputation, he was not able to be fitted with functional prostheses. He was attending a community college in New Jersey which was about ten miles from his home, to which he traveled by bus. He always tried to schedule his classes so that he would not have to eat in the cafeteria or use the bathroom facilities on campus. However, there were days when he could not avoid being on campus during the lunch hour. For two years he would not consider eating a meal on campus because it would necessitate someone feeding him. In the classroom it would have been possible for him to use a tape recorder as a note-taking device which he could operate with his foot, but this also was too socially discomforting for him to negotiate in front of his peers. Offers on the part of college help-givers to provide Mike with an assistant for note-taking, eating, etc., while not really turned down by him, were not acted upon in a way which would indicate an interest in making use of the offer. In addition, he expressed anger toward the college, presumably because they were not doing enough for him. Obviously, this young man's expression of frustration was frustrating to the help-givers, because they felt he was turning down legitimate offers of help. From a more objective point of view, (the Project for Handicapped College Students was asked to get involved), it appeared that because of this young man's anger about being helpless, solicitous offers of help were enhancing his feelings of helplessness. It could have gone on being a no-win situation. In time, Mike was able to accept an assistant/attendant, especially when it was possible for him to pay the assistant himself (it was a pass-through arrangement). The knowledge that it was up to him to hire, train and pay an assistant, and if need be, fire him, put Mike in the driver's seat. (Speaking of which, obtaining a car with complete foot control and learning how to drive gave Mike a great sense of independence and social participation.)

3. Cynthia, a very gifted young woman, used the services of a telephone hook-up system to attend classes in a community college which had such a system available. She was severely disabled with muscular dystrophy, and she and her family elected to have her remain at home and attend college through the use of the telephone hook-up. However, when she completed the two-year program, there was no comparable phone hook-up system in a four-year college that had the academic standards which her intellectual ability required. When a college of high academic standing was made aware of the situation, the authorities became very interested in arranging a special program for Cynthia. She was encouraged to apply and as she was going through the application process, a large number of individuals met and worked together to create an en-

vironment for her that would enable her to become a student at that college without having to physically attend classes. To illustrate how teamwork can be effective in solving problems of disabled college students, in this situation the dean of academic affairs, the chairman of the major department, three professors, an OVR counselor, a representative from the phone company's special services department, the project coordinator and a project assistant from Teachers College, the project coordinator from the community college that Cynthia had attended and a space coordinator from the new college all came together on Cynthia's behalf. The result of everyone working together and sharing information that would be useful to each other and ultimately benefit the student was that Cynthia was able to attend a top-ranking college—the college of her choice—through a phone hook-up, a possibility that this college was completely unfamiliar with until Cynthia came on the scene. In retrospect, however, there was someone missing from the group of people who came together on Cynthia's behalf: the student herself. Somehow everyone forgot that it was extremely important that she be present when decisions about her college future were being made. No one, including Cynthia herself, insisted on her being a total participant. There may have been an underlying assumption that because of her disability she was unable to participate in the planning phase. Although the results of this teamwork effort were very positive indeed, nevertheless, the student's direct participation (there was no doubt that she was participating behind the scenes) would have perhaps minimized the storybook quality and lent a clearer reality to the situation. Later on, the college help-givers were able to encourage Cynthia's attendance at certain important academic functions on campus. This helped Cynthia become more realistic about her physical capacities, realizing that she could get to the campus by special transportation and remain for a few hours on occasion. On these occasions, once she overcame certain fears about her physical well-being, she allowed herself to become excited about the personal intellectual first-hand involvement with her peers. Tasting the intellectual climate of the college was not something that could be fully realized through the use of the phone hook-up.

4. Mrs. Rodriguez, a divorced newly blinded thirty-six-year-old woman with a ten-year-old daughter, was taking college courses off and on. However, she had to plan around the availability of her daughter since she tended to use her daughter as her "eyes." Her daughter almost always accompanied her to her classes (and elsewhere), since Mrs. Rodriguez' mobility skills were severely limited. Since her daughter was available to assist her, apparently her motivation for mobility training was lacking. Because the academic dean of the college where Mrs. R. was taking courses was

concerned (as much for the daugher as for Mrs. R), this particular help-giver made some appropriate contacts which encouraged Mrs. R. to get counseling toward the possible acceptance of mobility training, to get some money which would pay for an appropriate companion for her child while she attended classes and to get additional reader services making it possible for one of the readers to accompany her to classes and to provide support with regard to Mrs. R.'s continuing mobility training. Despite this help, Mrs. R. dropped out of mobility classes and out of college. However, the experience and the confidence she may have gained from it seemed to enable her to have a healthier attitude toward her child and to also become a political activist in her community.

5. Jeff, at nineteen, and his parents, despite evidence to the contrary, (Jeff had a learning disability), decided that he should be able to go to college. His parents were not in a hurry to see him go to work. He was quite immature and needed time to "grow up." At the time there was only one college in the New York City area that would accept a student with a diagnosed learning disability (brain damage was the term used then). The college help-givers of whom there were many manipulated the environment for Jeff so that he only needed to take two courses a semester and would receive extensive tutoring. Jeff was highly motivated and stayed in college for eight years until he finally completed enough courses to graduate. After graduation he was able to secure a clerical job in a prestigious stock brokerage firm, which initially pleased him and his parents.

6. Courtney was a quiet college freshman with a moderately severe hearing impairment who was attending a small parochial college. She was a fairly good lip-reader, but her speech was affected significantly. She used a tape recorder in class which with high amplification allowed her to "hear" the classes again at home. She always sat in the front row, which gave her a good vantage point from which to read the instructor's lips. Her freshman math teacher had a tendency, however, to talk into the blackboard. This obviously spelled trouble for Courtney; not only was she unable to watch her instructor's lips when he turned away, but she could not pick up adequate sound on her tape recorder. She missed a lot and because of her shyness said nothing to anyone. She flunked math at mid-semester and had to see a counselor. When the counselor realized what the problem was or seemed to be, she was ready to go to the math instructor and tell him about Courtney's problem, attempting to prevail on him to change his ways. "Don't worry, I'll take care of this," was the counselor's initial response. Since the counselor was unable to reach the instructor during the mid-semester break, she had a chance to reflect, and finally, instead of being a 'hero,' decided to suggest to the student that she speak to

the instructor herself, since she was really in the best position to know what the potential solution to her problem was, and, no doubt, would have other occasions in college when similar action might be needed. Courtney was very hesitant at first, but she was not happy about the possibility of failing a whole semester of math. She was aware that she could get some tutoring (the college counselor had pointed her toward the tutorial department), and since she knew the counselor was available for support and role-playing if she needed it, she finally got enough courage one day, and asked the instructor if he would try to face the class more because she was missing so much due to her inability to hear him when he spoke into the blackboard. The instructor indicated a willingness to try, and admitted to a lack of awareness of her difficulty. As it turned out, the math instructor's efforts to speak directly to the class even when writing on the blackboard resulted in a much more attentive and knowledgeable class in general.

General Points To Remember In The College-Related Help-Giving/Help-Getting Situation

1. Be realistic in examining the physical environment of the college campus. Often the resources to meet the needs of the disabled student population are at hand, if one uses common sense and thinks creatively.
2. Disabled students are more experienced than you with their disabilities. Ask them for information and suggestions (help) in ways that might be helpful to them. Don't second guess the disabled student. Let him or her tell you what the problem is and what some of the potential solutions might be.
3. Remember to look at each disabled student individually. (All blind students do not try to solve the problems of not seeing in the same ways.)
4. When offering assistance to a disabled student or in any kind of contact, it is extremely important to respect that person's privacy.
5. Having a disability does not automatically assume that one is handicapped. "Handicap" has to do with environmental and attitudinal barriers.
6. However else a student is 'classified,' he/she is a *student* first, seeking an education.
7. Avoid projecting; try to be aware of your own over-identification with the disabled student's situation.
8. Serving postsecondary disabled students may best be accomplished by establishing better overall student services rather than separate services for the disabled. Where there happen to be separate services available, there should be a recognition of the fact that there are trade-offs; that, although the disabled student is receiving needed services from a specifically designated source,

he'she may feel uncomfortable about being separated from the mainstream; feelings of difference may inadvertently be perpetuated.

9. "Better services for all students," or "services for the disabled" does not necessarily imply high costs—only creative and more efficient use of existing services.

10. Better understanding of the needs of disabled students and better services for them ultimately means better services for all students, which means a better college environment.

11. Large amounts of money for provision of services and barrier removal can not replace caring, imagination and creativity.

12. There is a fine line between "doing for" and "doing with" the disabled student—the latter is a service, the former a disservice. One implies dependence, the other cooperation and independence.

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The Role Of The Counselor

Karen Luxton

The first thing to note about your role as a counselor to the disabled students on your campus is that you may not have one. There will likely be at least some disabled students who will not feel it necessary to seek your help. For some students this will be because your help is genuinely and legitimately not needed. In other cases, students will have decided—whether or not your help might be useful to them—that they do not wish to be identified as disabled and wish to "go it alone" whatever the cost. As with any student, nothing is ever gained by imposing your help. The counselor's role, therefore, must be seen as one which can change, depending on the needs and the context which a given student or group of students brings to the counseling situation.

Having clarified this first and basic issue, we can begin to look at some of the roles played, by persons designated as "counselors to disabled students," as well as persons who work at a college counseling center, and see one or more disabled students as a part of their regular case load.

The Counselor to Disabled Students

This is an individual who has, either by decision or default, been given particular responsibility to see that the disabled students on a given campus can achieve as much success as their talents and motivation will allow without hindrance from external sources. This individual will perform various functions depending upon his own philosophy, the size of the campus and the ability of other campus personnel to be of help.

The counselor may find himself active in at least four general areas. These are in no way meant to be inclusive, but will give something of a focus to the aspects of campus life where needs may arise for disabled students. The areas include (A) work with on-campus system: interface with various components of campus life, such as registrar, housing, etc.; (B) academic support: helping the student find such services as many be necessary to support academic work; (C) off-campus activity: some counselors become

involved in students' wishes to get to activities happening beyond the campus; (D) personal growth and development: the individual student actually asks for help in working on his or her own personal issues.

(A) Work with On-Campus System

Some counselors for disabled students become involved in processes such as registration in order to insure that the student's disability and the lack of knowledge on the part of the registrar's office about that disability do not combine to create an obstacle to the smooth accomplishment of the task at hand. On many campuses, for example, students are allowed to register early, particularly those with disabilities which militate against standing in long lines. It is useful for the counselor to keep in mind these situations that the most efficient tack may be to view oneself as a resource to the system. That is, the counselor can be available to provide information to students and registration personnel, so that the system evolved is simple and workable for all concerned. If this way of thinking is adopted, the counselor will not come to seem, either to himself or to the rest of the campus, the omniscient one in matters disabled. It is far preferable for students to discover that as they learn to make their special needs known, a wide variety of personnel in all areas of campus life will be able to understand and meet those needs.

(B) Academic Support

For students with particular types of disabilities, especially sensory impairments and learning disabilities, the attainment of the proper combination of academic support services is critical to success. This involves a rather high level of personal skill development on the part of the student. Such qualities as assertiveness, flexibility, resourcefulness, the ability to follow through, and perseverance are critical if one is to insure the presence of an adequate system for acquiring the readers, interpreters, tutors or other support personnel requisite to adequate academic performance. Counselors are often confronted with the question, "How much should I do for the student?" On some campuses, counselors become involved in the actual process of finding readers, for example, for blind and visually impaired students. It is the premise of this chapter that the less the counselor engages in this type of activity the better. This is another situation in which the counselor can be a resource to the system. He can let the student know about student employment offices, student newspapers, departments of special education and other sources where readers, etc., might be found. He might even wish to let these sources know that students will be coming to them to seek academic support personnel. Further, work may be needed to "teach" students to get signs made, or the appropriate things to

ask for when phoning to seek these personnel, or appropriate questions to ask when interviewing candidates for these positions. Work also may be needed to help the student see himself as the employer of such personnel, for no matter how the persons are being paid, or even if they are volunteering, they are responsible to the student, and the student needs the confidence to behave in the appropriate manner. The counselor is involved in the development of those skills and attitudes which bring the student to the point where he or she can go out and seek help independently.

The counselor will also need to have a large cadre of resources at his command, so that appropriate help can be obtained for students whose needs cannot be met by campus personnel. Very often, for example, when students present a problem which seems to involve some sort of learning disability, appropriate testing personnel may not be present on one's own campus and help may have to be sought from outside. Learning disability as it relates to adults is still a relatively new area, and some care needs to be taken in the choice of resources. It is also a burgeoning area, i.e., many students are emerging who present such problems, so that one needs to be cautious about the qualifications and the quality of the evaluators, clinicians and other personnel whom one might select to work with students. It may be helpful to keep some of the following questions in mind when seeking such aid: (1) Does the individual have a healthy knowledge of the strengths and weaknesses of the testing process, particularly as it relates to students with disabilities? (2) Does the individual take good care to screen all prospective clients to make certain that no physical disability such as vision or hearing loss is contributing to what might otherwise seem to be a learning disability? (3) Has the individual had experience with high school students, college students or adults which would allow appropriate recommendations to be made in terms of strategies which the students will be able to use in the college setting? (4) Is the individual willing to share information concerning test results with the student as well as with you, the counselor? (5) Does the individual possess the experience and contacts which will make possible adequate referral to medical or other specialized agencies or personnel if this is needed?

In many instances, it can be said that the counselor becomes a sending and receiving center for information, but always the sending and reception are done with the sensitivity and efficiency of communication which are the counselor's stock in trade.

(C) Off-Campus Activities

Similar considerations apply to this aspect of work with disabled students, i.e., a counselor may be likely to have a knowledge of transportation possibilities—particularly when special transportation is needed to accommodate students. Counselors may also be in

a position to hear about activities or events in which students might have an interest. The author takes the position that while it is fine for the counselor to serve as a resource, it is not his or her job, for example, to become a coordinator of transportation services so that a group of disabled students can go to the movies. This point, which may seem obvious or relatively unimportant, turns out to be critical. It turns out to be an issue on which one must, as a counselor, have reached some understanding and been able to make some personal decisions concerning role, if one is to work effectively with students. This will become clear as we begin to look at some of the real counseling issues which do come up in work with disabled students.

(D) Issues of Personal Growth and Development

Now we come to the place where we can consider the student as an individual and speak about some of the issues that emerge for him or her in the attempt to live and grow and learn on a college campus. One cautionary note needs to be sounded at the outset. Counselors for whom work with disabled students is new will often assert that they have no business working with such students, since they have not had any specialized training in disability areas. It is our hope that this notion can be put to the side, for training in these areas, though it can be useful, does not make a good counselor. It is helpful to remember that no counselor ever pretends to have had the same experiences as a client. The counselor is always attempting to help the individual view experience and make choices in a clearer light.

The counselor purposely remains somewhat detached from those experiences, so that while his or her manner is one of compassion and warmth, those experiences, whatever their seeming severity, remain in context and in prespective. When a student with a disability is the counselee, the situation is no different. The disability constitutes one more factor in the mix of those which the individual brings to any situation. Certainly, this means that certain issues such as dependence/independence will be loaded in different ways than might otherwise be the case. However, the needs, desires and responses of disabled individuals are not generically different from those of others, and any counselor with love and intelligence to share will be able to be of much benefit to disabled as well as other students.

One of the far-reaching issues with which any disabled individual must come to terms, and which will almost inevitably pose some problems during one's college career, is that of personal independence and freedom. Any student going away to college for the first time comes to grips directly with this issue. The limitations as well as supports of parents, school and community are no longer immediately apparent, and the student learns to view himself or

herself in a new and less structured context than has been known heretofore. For many disabled students, independence is less tangible and somewhat more difficult to achieve. Many of these students have had various needs met—from the reading of mail, to help with dressing, to the interpreting of relevant spoken conversation—by parents, siblings or friends. These procedures have been automatic and assumed, the student has more than likely not had to do much in the way of asking for this basic kind of help. Now, however, in order to be successful, he or she must find a new and reliable source for this help.

In one very real sense, it can be said that for this student, finding independence means reaching the point where he or she can acknowledge and appropriately express dependence or specific needs for assistance.

From the point where a student is able to do this, he or she will begin to reevaluate and perhaps rebuild currently held ideas about self, freedom, wholeness, sexuality, ability to interact with others and ability to perform academically.

The counselor needs to understand this and needs to consider some notions concerning whether or not an individual can achieve such things as freedom when a physical disability is present. The counselor needs genuinely to consider the possibility that such qualities as strength, competence, freedom, independence, gentleness and love are qualities which are not dependent on one's physical state for their expression. Rather, they tend to vary with one's awareness of and comfort level with one's own being.

In the author's experience as counselor, it has seemed critical to look for these qualities in a client. As the student comes to suspect that you are genuinely aware of such qualities in him, he may begin to dare to see them in himself and to act on them. Nothing is gained by dodging the physical disability and attempting to deny it, or by becoming totally involved with and wallowing in it. It is something to be acknowledged and then transcended by client and counselor alike.

All of the above considerations apply to young adults, disabled either from birth or at least for a substantial number of years. They can also apply to people who become disabled in adulthood and return to school. Here the individual has supposedly already achieved a sense of who he or she is, and the intrusion of a disability, whether through traumatic injury or disease, constitutes a severe challenge to that self-concept. Here one has to unlearn and then relearn. The individual will have to drop some of his or her former notions of what constitutes competence, independence, etc., and begin to entertain the thought that asking for help with certain aspects of one's physical or sensory functioning does not need to threaten one's own autonomy or wholeness as a person. Again, the counselor's ability to acknowledge this idea, whether in

words or simply in the totality of the relationship with the client, will make it easier for the newly disabled individual to view himself in a realistic, positive and healthy way.

If the counselor can take such a stance as that described above, and truly make it his or her own, then it will be possible to deal intelligently and constructively with any presenting problem offered by the client or student. There are huge numbers of resources available to help when information or ideas relative to "alternative techniques" are needed. This phrase is one which can be applied to anything from ways to sweep the floor efficiently if one is blind, to ways of achieving sexual gratification when there is a severe physical disability. If a counselor is working with one or more disabled students on a regular basis, it will behoove him or her to tap such resources and begin to learn about ideas which disabled individuals have used with success. As counselor and student become more cognizant of these ideas, the student will need to be encouraged to take risks, to try new behaviors, indeed, to fall on his face at times.

In considering these matters, it becomes clear that if the counselor is really going to be of help to a student with a disability, the counselor is going to have to have worked out certain understandings for himself. It is easy enough to say that the needs of a disabled student are generically no different from those of the student who is nondisabled, but it may not always be so easy on a day-to-day basis to incorporate this into one's consciousness as a counselor and to act accordingly. We need now, therefore, to look at some of the notions which typically get in the way. There is no thought here that such notions can be dispensed with merely by the reading of an article or a book. It merely seems that if we are aware of some of the obstacles in thought and attitude which can cloud one's view when looking at a disabled student, it will be easier to work around them, and in fact, enough experience will very possibly cause these barriers to drop of their own accord.

Learning from Experience

The thoughts that follow have emerged from experience with the Teachers College Project, where much time was spent with college counselors and with disabled students.

The first thing which can get in the way of effective counseling work with disabled students is guilt, pure and simple. It is terribly easy to think that we as counselors can do things so much more easily, that in fact we should not put the students through all the hassles of doing for themselves. It may be clearer in this light, as was stressed earlier in this chapter, that it is critical to allow students to do for themselves—make their own arrangements, phone calls, plans and mistakes. Our own thoughts about how difficult things are for such students and how easy they are for us,

may prevent us from creatively challenging our students, and giving them room to grow. Counselors have to learn, as do parents and teachers, that this is a tremendous disservice.

Another kind of hidden assumption which can impede a counselor's work with a disabled student is the one which asserts that there are vast numbers of activities which will not be possible to this student, and that his life choices are greatly limited by his disability. It only takes a bit of study and informal searching to find out that people with various disabilities have succeeded in many fields of endeavor, that they vote, have children, marry, take vacations and even get audited by the IRS. The notion, therefore, that a disabled student must learn to see his life in narrowed terms is not valid. The idea, however, that this same student may have to do more work and even seek special help to find out about the true range of his own possibilities is valid. It is critical, therefore, that the counselor not put up artificial barriers resulting from personal prejudice or lack of understanding. It behooves the counselor, for example, who might be doing any sort of career counseling with students, to get to know ways in which disabled people perform job-related tasks of various kinds.

Another hidden assumption we hold is the idea: "I couldn't do that if I were disabled." This can apply to anything from getting to class on time, to taking a test, to planning to have assignments read and work in on time. You are not disabled; the student is. He has had far more practice than you in living within this context. The strategies he or she is developing now for accomplishing just the sort of tasks we have mentioned are the very building blocks he or she will use to enter into life in a productive and fulfilling way when it is time to leave the college environment. Experience has shown that far too many of us have tried to "help" our students either by the extra things we do, or simply by the attitude of inordinate admiration which nets the student an inflated sense of himself. Such help has disastrous consequences. Anyone who has worked with disabled students and young adults can attest to the appalling numbers of students who leave school believing that they have the tools to "make it" in the world of work, only to find out that this is far from the case. The degree may be present, it may even have been earned, (i.e., grades given did actually reflect the student's performance as opposed to some kind of response based more on the presence of the disability), but if the student has not learned ways of taking responsibility, dealing with limits, planning so as to be able to meet deadlines and interacting genuinely and appropriately with others, that student is not destined to survive long on any job.

In the preceding paragraphs, I have touched on several related assumptions which a counselor upon examination may find himself to be carrying concerning disabled students. I have also tried to

suggest some thoughts which might serve to counter those assumptions. However, mouthing these ideas, or even accepting them on an intellectual level, will not in and of itself turn one into a responsive and creative counselor. Rather, it has been found that counselors have been most helped as they have allowed themselves to develop a high level of comfort concerning disabled people in general, and then their students in particular. The counselor will profit from becoming familiar with resource materials which address themselves to ways in which disabled individuals have handled some of the issues raised above. The counselor will profit also from time spent, either through work or on a social basis, with disabled adults. If one is truly interested in issues affecting the lives of this group, attending meetings or perhaps even joining one of the many consumer groups, such as Disabled in Action, American Coalition of Citizens with Disabilities, American Council of the Blind and National Federation of the Blind, could prove helpful and enlightening in many ways. One cautionary note: no one is suggesting here, as has sometimes been the case, that one walk up to a stranger and immediately ask if one can become a "friend" in order to get comfortable with disabled people. It is suggested, however, that you seek real opportunities for contact with colleagues or peers who happen to be disabled in one sense or another. As this is done, and one's ease with disability increases, then even if perplexing questions do arise in particular cases, your own fears and apprehensions will be in perspective, and you will find it possible to work through those questions more clearly.

Technology For The Uninitiated

Randi Baker

More than ever before technology is bridging the gap between physical disabilities and the limitations those disabilities impose—allowing disabled people to become more independent. Nowhere is this more true than for people who are blind or have visual impairments. Closed circuit television-enlarging devices allow print to be magnified up to sixty times its normal size. Devices can read and translate print into tactile images which can be read by blind people, or into synthesized speech which can be heard by people with all sorts of visual or information processing deficits. Yet, much of this highly sophisticated equipment requires technical and mechanical support beyond that readily available in most educational, rehabilitation or working environments. Unless the equipment functions on a consistent basis it can provide no benefit to disabled people!

A mystique exists concerning the field of computer technology and consequently the specialized equipment developed for visually impaired people using it. Naturally, many educators and rehabilitation personnel, as a function of their humanities and generally nontechnical education, suffer because of this mystique. They feel that they can not possibly understand the functioning of this highly sophisticated equipment and are therefore intimidated by it. Because this specialized equipment correctly applied can be so helpful to people with disabilities it is necessary to dispel this mystique. I serve as an example that this can happen. In this chapter I will attempt to convey much of what I have learned in the hope that readers can be spared some of the frustration I have experienced as well as be better abled to assist their students and clients in benefitting from this equipment.

In 1978 Baruch College of the City University of New York founded a Computer Center for Visually Impaired People. I was hired as the associate director with the mandate of managing the Center, developing funding to make the Center financially independent of the college, and to provide the necessary public relations to achieve these ends. My educational background consists of degrees in English and rehabilitation counseling. When I took the job, I had had no experience with technology more advanced than a

calculator. I have learned a great deal in the past two years, suffering with the maintenance of our own large collection of computer equipment for blind and visually impaired people. The Center's equipment includes braille printing terminals, talking terminals, talking calculators and talking telephone directories as well as enlarging devices and computer terminal interfaces which allow input from the computer to be presented in a tactile form. I keep up-to-date by frequently attending national seminars on this technology as well as by speaking with the developers and manufacturers of the equipment on an ongoing basis.

Our Center is based in the Educational Computer Center of Baruch College where staff members provide us with not only computer programming and systems design information but engineering and technical expertise. Our Center is the only one of its kind in the sense that we not only train blind people in programming but attempt to educate the general public about the specialized equipment in order that more blind and visually impaired people will be able to take advantage of it. To this end we received a grant from the Rehabilitation Services Administration to provide training to rehabilitation personnel from throughout the nation in an effort to destroy the mystique of computer technology mentioned earlier. The resources and equipment for visually impaired people provided to and by our Center far surpass those provided by most other higher education institutions. The reader must realize that the resources that our Center has to fall back on are not common ones and consequently things which may be frustrating for us may be even more difficult for others.

There is nothing magical about this specialized equipment! As is customary with all technology, it was researched, designed, manufactured and made available to the public. Unlike much successful technology, the public—blind and visually impaired people for whom it was developed—is not a large one. Therefore, many of these devices do not benefit from the competition that has served to make other computer products develop at such a rapid pace, allowing the prices of computer equipment to be drastically reduced. For example, the pocket calculator which only a few years ago cost between $75 and several hundred dollars can now be purchased for much less, and the calculator purchased today for $10.95 is probably much more sophisticated, and has many more functions than its much higher priced predecessor. Microprocessors and microcomputers available for several hundred dollars rival in capacity computers that took up whole floors only several decades ago.

Specialized equipment developed for visually impaired people has benefitted greatly from these advances in information storage capacity and smaller packaging, but money to develop the specialized devices has largely come not from manufacturer com-

petition but from federal education and rehabilitation agencies, national consumer groups and private philanthropic organizations. Compared with the money poured into much computer research, this funding is a pittance and has seriously limited the amount of development and refinement that could be achieved. Some large corporations like IBM have developed devices such as their Braille Train and most recently their Talking Typewriter with little hope of getting back their research and development costs, but few corporations have the wealth of IBM, which allows them the luxury of this exemplary social consciousness.

The end result of this is that devices put on the market have serious limitations which preclude their immediate use by many individual blind consumers. For example, the Kurzweil Machine, which reads print and translates it into synthesized speech and is frequently touted as the greatest innovation since braille for blind people, is not really ready for use for a number of reasons. One is cost: Model I of the machine costs $50,000, the Model III Kurzweil currently available costs $19,500, though recently that price has been upped to $24,000. The speech on the Model III is far superior to Model I and can go twice as fast. Many "readers" feel the speech is more understandable at higher rates of speed. Those who would listen to it for only a short amount of time, such as that provided in a demonstration, frequently find the speech difficult to understand. Yet consistent use of the device increases the ability of most users to understand the speech. One should not jump to the conclusion after only minimal exposure that synthesized speech is not a viable means of receiving information.

A second problem with the device is the intricacy of using the machine. Kurzweil provides training to purchasers on the use of the machine, but facilities such as libraries and agencies who own the device have to provide trained personnel to instruct each user. Personnel must be available to assist even trained users. The machine has to adjust to new material placed on it but usually does that adequately on its own. Because the machine can neither read script nor make any sense out of graphs, human assistance is still needed to work with these materials. Most readers can only listen to the speech for a limited amount of time at one sitting.

A third very real problem is the maintenance of the machine. At this time it is a delicate device which reacts to movement from one location to another, temperature and several other mechanical considerations. With only 184 (as of 4/1/1980) of the devices currently purchased and available throughout the nation, getting it fixed is not as easy as calling a Singer sewing machine repairman. Kurzweil does not have repairmen in many cities and a minor problem may necessitate sending the device (which would fit into two rather large suitcases) back to Boston to be fixed. There is no question that this

machine has tremendous potential for assisting disabled people, but purchasers have to be aware of its *current* limitations.

That highly technical devices can be used productively by blind people has been demonstrated by the Optacon, produced by Telesensory Systems in Palo Alto, California. The Optacon is a device the size of a tape recorder which reads print and translates it into a tactile image. The letters that the machine reads is represented on a display of 144 tiny vibrating pins. If the pins were instead 144 light bulbs one could see the letters much as one reads the news strips under the ball that drops in Times Square announcing each new year.

Extensive training and practice enable some blind people to read printed material from 35-75 words per minute with the Optacon. Since sighted people read print from 250 to over 1,000 words per minute, this device is not productive for reading novels, textbooks or large amounts of printed material. It does not allow blind people to read their mail, bills, and other short documents as well as enabling computer programmers to read output from the computer. Not every blind person can read with the Optacon. Telesensory Systems provides an evaluation for any prospective user to evaluate his/her individual ability to use the device. Effective use of the Optacon correlates highly with the individual's intelligence and motivation. Whereas the Optacon once suffered technical tempermentality similar to that of the Kurzweil machine, in ten years of use many of the Optacon's "bugs" have been worked out. Due to Telesensory's sustained integrity the device does not break down frequently and when it does, it generally can be sent to the company and returned within ten days.

Using the information provided by these two examples, a set of questions have been formulated which should be asked previous to the purchase of any piece of specialized equipment developed for people with disabilities.

1. What is the "mean time between failure" or how many times in a year does the device break down and need to be fixed?
2. When the device breaks down, who can fix it?
   (a) Are there people locally who can fix it?
   (b) Does the manufacturer provide a service contract?
   (c) Where (how close to the user) is the manufactuer or repairman located?
   (d) Can the device be sent back to the manufacturer easily?
   (e) How long does it take for the device to be sent back to the manufacturer and returned?
   (f) Is this a reasonable amount of time for the student or worker using the device to be without it or will his/her work suffer?
   (g) Is the cost such that the individual user can afford to own several of the devices to provide a back-up system?

(h) Does the consumer have a back-up system?
(i) Does the manufacturer provide a loaned machine while the user's is being fixed?
(j) Are the problems mechanical or electrical?

3. Does the device require training in its use?
   (a) Does the manufacturer provide training?
   (b) Is that training effective?
   (c) If the device is to be used by many people, who will train each user?
4. Does the blind user still need human assistance when using the device?
   (a) How much human intervention time will be required of the user's teachers, employers or assistants?
   (b) Who in the organization can provide this human intervention?
   (c) What is the cost of the time of this human intervention?
   (d) Can this time be provided by volunteers or relatively inexperienced individuals such as work-study students?
5. Is there another device which performs the same function as this device?
6. Can this device be used with pre-existing equipment available at the school or work place?

Frequently, people phone me to ask my opinion of a particular device. They want a qualitative decision which I generally cannot provide. I ask them questions similar to the preceding ones, and usually end our discussion with the suggestion that they use their own judgment to make the decision based on what they consider to be their unique needs. In addition, though these conditions or limitations exist currently, in several years none of these limitations may be in existence. It is necessary to be constantly aware of technological advances. The initial research with tactile stimulation, which resulted in the Optacon, involved a system of electrodes attached to the blind person's back. Today at Columbia Presbyterian Hospital, Dr. William H. Dobelle is doing research on electrical stimulation of the visual cortex of blind people's brains. To date he has implanted electrodes in the brains of three blind individuals. When a camera is hooked up to the electrodes, he observes their reaction to the stimulus. What this can mean in ten or twenty years can only be hypothesized. Indeed we are all familiar with heart, kidney and corneal transplants. What was once a miracle performed by Dr. Christian Barnard in South Africa has come to be a routine consideration for individuals with heart conditions.

But walking must happen before running and we must profit from experience. To this end one must be aware of the resources available which can provide information to assist in the selection of specialized equipment. Certainly the manufacturer of the equip-

ment can answer many of the questions which need to be asked. He can usually assist in suggesting how the device can be used most productively as well as in training individuals to use the device. He cannot be expected to suggest what other devices are available. For this information one should seek out agencies or individuals who use the equipment or have the ability to make comparisons.

The Rehabilitation Services Administration (RSA), once of HEW and now within the new Department of Education under the National Institute of Handicapped Research, has thirteen Rehabilitation Engineering Centers across the nation dedicated to researching devices which will assist disabled people in securing employment. The San Francisco Rehabilitation Engineering Center at the Smith/Kettlewell Institute of Visual Sciences has provided our Center with invaluable assistance in knowing just who is doing what research in terms of specialized computer equipment for blind and visually impaired people. The Smith/Kettlewell Center is the only one dedicated to research for visually impaired people. The other twelve centers, one of which is at the Institute of Rehabilitation Medicine in New York, work with disabilities other than visual impairments.

Another resource is the Veteran's Administration which is constantly evaluating new devices to assist disabled veterans. They have four centers across the nation and have been fundamental in funding and evaluating new devices. The Bureau of Education for the Handicapped, the National Science Foundation, the American Association for the Advancement of Science, the Library of Congress, Services for the Blind and Physically Handicapped, as well as the Rehabilitation Services Administration have also funded specialized equipment research and development in addition to demonstration projects which serve to make the public more aware of these technical advances. The new National Institute of Handicapped Research of the Department of Education will incorporate some of these organizations as well as new national Research and Training Centers.

National and local consumer organizations such as the National Spinal Cord Injury Foundation, the National Federation of the Blind, the Paralyzed Veterans of America, Inc., the American Council of the Blind, Disabled in Action and many others attempt to make qualitative information on devices available to the public.

Private agencies and organizations working with disabled people also attempt to disseminate information about these devices. Examples of these organizations are the American Foundation for the Blind, the American Coalition of Citizens with Disabilities, the American Association of Workers for the Blind, and the President's Committee on Employment of the Handicapped.

There are local public and private rehabilitation agencies in every major city and state which could at the least suggest resource peo-

ple located within the state. Regarding information on blind technology, the Sensory Aids Foundation in Palo Alto, California, the Carroll Center in Boston, and the Bureau for the Blind in Frankfort, Kentucky, as well as the offices of the American Foundation for the Blind and our own Baruch Center can provide some technical and referral information.

The increasing use of data bases and the development of computer interfaces which make these data bases available to disabled people suggest the day when blindness may be considered less of a handicap and more of an inconvenience. To hasten the advent of that day, we, as individuals interested in the growth and development of our students with disabilities, must overcome our discomfort with technology and strive to know what resources are available to help us in our choice of alternatives, thus enabling us to truly feel that technology is our friend.

Career Counseling Of The Disabled

Eva G. Hoffmann

Although a college degree has become increasingly essential to obtain a job, in many cases the educational experience behind the degree has not adequately prepared the student for actual and available jobs. Many liberal arts students, if they have not had a vocational "mission," internships, or the opportunity to work during summers in varied, stimulating jobs, all too often find themselves at graduation faced with a bleak and depressing job search. Career counseling, however, can potentially enable students to integrate their academic and future work interests with the realities of society.

To give perspective to a discussion of career counseling of the disabled, it will first be necessary to give a few definitions, make a statement on the art and to present a model.

I. Definitions

"Career" is the totality of work one does in one's lifetime. The "careers" of most persons begin prior to entering kindergarten and continue well into the retirement years. One can change occupations, jobs, positions, but one's career does not change. Instead it develops and grows. It relates to all aspects of an individual's life: to community, family, hobbies, beliefs and values.

"Career Education" is "the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value system, and to implement these values into their lives in such a way that work becomes possible, meaningful and satisfying to each individual." (Hoyt et al., 1972, p. 1).

"Career Counseling," then, should provide individuals with a sense of purpose and direction in their careers and aid them to become a contributing part of society. Work is one of the major pathways toward integration into society for nondisabled and disabled alike. Career counseling, however, must also include help in developing extracurricular and avocational activities in addition to—or in some cases—instead of an occupation. Avocational pur-

suits may help persons preserve both status and self-esteem in our achievement-oriented society.

II. State of the Art

A recent study (Deutsch, Shea & Evans) suggests that too little career counseling is provided too late to our nation's college students. The study's results indicate that many students graduate from college only to discover that time and money spent in college provided little preparation for choosing and entering an occupation. Placement directors—in response to questionnaires—stressed the need to improve the quality of career counseling. In addition, it has long been noted that college counselors prefer to engage in personal counseling instead of counseling for careers. Perhaps this stems from the fact that there is too little knowledge of career education. It tends to be equated with vocational education, i.e., education for a specific trade which does not provide a variety of options. Some counseling psychologists mistakenly believe that once an individual's personal life is straightened out, his or her career paths will take care of themselves.

It has never been necessary for those who teach the traditional liberal arts courses both in high school and in college to prove their subjects' relevance to life outside of and after school. Thus, it is not surprising that the correlations between success in school and success in the labor market are minimal. It seems that success in the academic institution only predicts future success in academic institutions.

Nevertheless, the contribution of educational experiences to career development is considerable. Yet it has never been sufficiently analyzed and explained. Historically, schools and colleges have not played a major role in the transition from schooling to work. Generally, students—nondisabled and disabled—were left to their own resources in selecting and procuring an occupation. Perhaps career counselors themselves lacked knowledge of occupations other than those related to the educational establishmet, i.e., teaching, counseling and educational administration. Also, much of what exists in career materials is written for the student in secondary school and may not be sufficiently mature for students about to graduate from college. Then, too, the nature of professional occupations changes and evolves. New occupations are emerging and much additional training is necessary. For many years large business and industrial organizations have spent tremendous amounts of time and money to train new employees—no matter at what level the entry job.

Perhaps it should be noted here that one survey showed "that large institutions (8,000 or more enrollment) reported somewhat more varied career planning programs and higher satisfaction with those programs" (Reardon, Zunker, Dyal, p. 159). No mention is

made as to whether or not this career planning includes disabled students.

III. A Model for Career Counseling

In working with the disabled as well as with the nondisabled student in career counseling it has, in our experience, been necessary to follow these five steps:

1. *Theory of Career Development*

Relatively little has been written about the vocational development of the handicapped, but experience has shown that Donald Super's (1957) vocational life stages—growth, exploration, establishment, maintenance and decline—are as valid with this population as they are for the general population. Differences may occur in the chronological age at which each stage manifests itself depending on a variety of outside influences. Such factors as decreased mobility, sensory impairment and prolonged medical treatment may delay vocational development.

Prevalent myths about career choice must be dispelled, e.g., the belief that once one decides on an occupation the decision is irrevocable. Instead, career planning is a lifelong process. Students have to be made aware of the fact the people change jobs four to eight times as they develop and as the labor market changes. It has to be pointed out that a career choice cannot be made in isolation from other life choices, and that it affects one's income, one's family responsibilities, one's mode of living and one's leisure time activities.

As with all of us, "the vocational careers of handicapped people are influenced by needs, interests, self concepts and rational choice on the one hand and external forces and luck on the other" (Overs, p. 180). Perhaps "external pressures play a proportionately larger role in the vocational fate of the handicapped" (Overs, p. 180) but everyone's self concept in our society is implemented in one's vocational role.

2. *Help towards Self-Awareness and Career Awareness*

Individuals need to know themselves, their strengths, weaknesses, interests and values. They should ask themselves such questions as "What is important to me?"; "What do I like?"; "What do I do well?"; "What do I want most out of life?"

While no one needs to be familiar with the 22,000 careers the *Dictionary of Occupational Titles* (1977) describes, at least one should know how and where to find out about occupations and about the training and specific abilities and skills each requires.

Career awareness means awareness of work, its nature, its requisites and it's returns. Returns encompass more than just making a living; they include benefits and rewards such as interpersonal relationships, prestige, personal growth and the opportunity to contribute to others' well-being. Consequently, knowledge of what

one cherishes most in life, i.e., what is important and unimportant to the individual, is a prerequisite for making career decisions. Added to that must exist the awareness that frequently the disabled must take the initiative in daily life to make the nondisabled feel more comfortable with them.

3. *Practice in Decision Making*

Each individual makes decisions in life early and continuously. Often, however, help is needed to make decisions conscious and to relate everyday decision making to deciding on an occupation. The college career counselor's task is not to see that students make wise decisions but to aid them in making decisions wisely after surveying and considering the available options. Decision making never stops. The need to reevaluate past decisions and perhaps revise them and to make new ones goes on well into the retirement age.

4. *Practice in Job Seeking Skills*

Students need to learn how to obtain and conduct themselves in job interviews, how to sell their services and how to write a resume. All of these skills can be practiced. Role playing is effective. Videotaping mock or real interviews and playing back the tape for critique and improvement seems to provide much help to prospective job seekers. There are many excellent books on how to write a resume, but here, too, practice under supervision leads to improvement.

5. *Formulating Plans for Action*

If career counseling has been effective, the client should now be ready to seek employment or decide on what kind of additional training to undertake. He or she should seek ways to expand a particular position and to negotiate life management. It is not enough to place a client in a position; sometimes there is a need to support such attempts as ways to ask for a raise, ways to plan a career ladder and ways to terminate an unpleasant or unsuitable job. In short, a career counselor needs to be willing to act as ombudsman on behalf of his or her clients.

The start of career planning can be facilitated through internships and apprenticeships. If paid experience is not available, volunteer service can provide practice. Even observation of occupations "in action" enlarges knowledge of the demands of a variety of occupational possibilities. If mobility outside of the confines of the college is a problem, the institution has at least twenty-five to thirty occupations other than teaching. From dietician through to librarian, accountant, placement director and administrative officer, the resources of jobs to observe is large and should be easily accessible. A beginning step might be to conduct a survey of existing jobs.

IV. Handicapped College Students

What disabled persons can and cannot do as far as a career is

concerned depends in part on their own interpretation of impairment. "Whether a handicap exists depends upon the characteristics of the individual in relation to the characteristics of his physical and social environment" (Overs, p. 178). Thus, "whether or not an impairment is a handicap in the twentieth-century American work system depends on the specific impairment and the specific occupational role" (Overs, p. 178).

The restrictions of socioeconomic status, race and peer pressure (Parkinson, Bradley, Lawson) which play a large part in choosing a career, are encountered by the nondisabled as well as by the disabled. But more is needed. Some claim that with the disabled any "information that is purely cognitive passes through a thick affective filter" (Sinick, p. 254), i.e., it is considered likely that emotional factors may hinder choice, planning and decision making. However, it has long been recognized that there is always selective perception of information in ways that fit with the person's self-concept.

We know that often disabled students have been overprotected and may be somewhat delayed in the stages of vocational development. They may not believe in their ability to enter a number of careers because they have not been given the opportunity to test their strengths and explore their options.

If career counseling is truly developmental for the disabled as well as for the nondisabled, it will accept the client at whatever stage of vocational development he or she is and proceed from there to help him or her towards vocational maturity. "Wide differences—in one direction or the other—between what is aspired to and what seems achievable may be the result of distortions of body image and self-concept, overgeneralized feelings of inadequacy, overcompensatory mechanisms, dependence/independence dilemmas, family influences, and counselor misperceptions. Some families foster overdependence; others prematurely push independence. Counselors may misjudge achievement potentials and possibilities" (Sinick, p. 252).

It is by now an old saw that we take our clues about who we are from the responses others make to us. Thus, overprotection by those around us can lead to a perception of the self as inadequate to pursue a wide range of goals and objectives. Not only does overprotection limit exploration but it affects adversely motivation and resistance to rebuff and adverse experiences. Consequently, the career counselor must aid the client not only to view his own strengths realistically but—again perhaps through role playing and confrontation—prepare him or her to deal with the disappointments, false starts and difficulties anyone may encounter in planning a career. In fact, none of the emotional concomitants of career planning are the exclusive property of persons with disabilities. They occur as well with the nondisabled.

Counselors should beware of ruling out potential occupations simply on the basis of what they perceive to be handicaps. It can happen, for example, that "the physical characteristics of the job can be mediated by the social climate in which it occurs. . ., the worker who gets along well with coworkers usually has no difficulty getting them to help him occasionally lift heavy objects" (Overs, p. 187). "There is an inseparability to social and technical development" (Overs, p. 188).

Perhaps it should be noted here that attitudes, beliefs and biases of the counselor may be as much a handicap to the career development of the disabled person as his own feelings about himself. "School guidance counselors, student personnel workers in colleges and universities, rehabilitation counselors, social workers and other counseling professionals are not immune to bias or prejudice about disabled students. Counselors' feelings and thoughts, deeply and often subconsciously rooted, are carried into daily interactions with disabled clients and can have a profound effect on the counseling relationship. This occurs no matter how well trained, highly skilled, experienced and objective counselors may be" (Nathanson, p. 233). Counselors, after all, are products of the prevailing culture and as such are afflicted by the same cliches and stereotypes about minority groups as is the rest of the population. In fact, they are accused again and again of holding back their clients' venturing on hitherto unexplored career paths as much as supporting them in their attempts to try new and daring careers. So as we want the client to become aware of his or her strengths, weaknesses and values, it is important for the counselor, too, to be conscious of his values and prejudices and the extent to which they influence his or her relationship with the client.

While there is a general skill called "counseling," the career counseling of disabled college students demands some special expertise and attitudes. The counselor must believe that individuals, be they disabled or nondisabled, have the right to try to realize their potentialities. They should be given the privilege to explore and experiment with different ways to reach their goals.

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Strategies For Dissemination Of Information

Frances V. Dillon

A basic method that can energize your program and enlighten the disabled and nondisabled community at large is the dissemination of information. What does that mean? For us at the Teachers College Project for Handicapped College Students it meant providing a free flow of information between and among colleges and the various community agencies concerned with disabilities. We determined that four activities could effectively provide a framework for the dissemination of information: an informal monthly forum, an open newsletter, carefully planned conferences and the development of products. What follows is a summary of the goals we set for each of these activities; how we conducted the activity and the results.

Monthly Forum

We wanted the monthly forum (Associates Meeting) to be comprised of college coordinators, professionals from public/private agencies and institutions of higher education and student representatives. It was decided to develop a very detailed list of informational needs that should be discussed during these monthly meetings. I will repeat them here, because they were useful to us, and all or some of them may be useful to you: to share program information and to report on community conferences. Organizations were given the opportunity to demonstrate new technological approaches. We felt this gathering of individuals would allow for solicitation and exchange of suggestions for the planning of special events. The group responded to the opportunity of addressing specific student needs, such as transportation, financial assistance, career education, coalition building on campuses and awareness activities. Likewise, the specific needs of institutions were addressed, such as seeking administrative support for a program, improving the employment practices of a job placement office, technical assistance, admission procedures and writing grants. This group assisted in testing out the products (teaching videotapes and

manual) being developed at the Project. An agenda was set several weeks in advance, with a planned speaker invited to present some aspect of disability. The written and taped minutes of the meeting available for those who did not attend documented the rapid-fire exchange of creative and imaginative ideas. It was our experience that with the firm commitment of time, energy and creativity, the meetings were well attended and a tremendous spirit of unity evolved. In other words, the benefits derived went beyond the generation of ideas to the fostering of a communal spirit. It worked for us and it can work for you.

Newsletter

In this field, "no news is bad news." That's why a newsletter can be a simple yet dynamic way to disseminate information in a format that is attractive, accessible to everyone and up-to-date. When putting the newsletter, "The Exchange," published by the Project, together we wanted to make individuals and groups *aware* of the many resources available to them. A two-way communication of ideas between college student or coordinator and the Project was established so that, for example, an article on consumer activism could be featured in one issue of the newsletter, and be reacted to in the next.

Let me give you several ideas for a newsletter: encourage students to get involved with this task by contributing to a student life column; publish a calendar of events including upcoming events at other colleges; announce internships, training courses, workshops and employment opportunities; and list useful media resources (radio, television, organizational newsletters and field magazines). A newsletter can draw quite a bit of attention on your campus. We began by thinking that we would publish an issue of the newsletter when we gathered enough material. It was soon discovered that involving individuals at many levels of campus life (trustees, advisory board, alumnae, administrators, faculty, staff, student body and other interested individuals) creates an overabundance of articles and ideas. Exert your influence with this medium.

Conferences

Conferences work best, in our view, if they are "working conferences," when the audience is no longer an audience. In other words, every individual contacted becomes a planner and a participant.

The 1979 Distinguished Lecturer Series (DLS) rapidly became a challenge for everyone. Having learned in 1978 that giving formal information to students and professionals was not enough, it was decided to bring them together, provide them with role models and put them to work. A "working conference" would supply a hands-on experience.

Asking our liaison professionals to bring back to us the DLS worksheets which we had mailed to all the participating institutions was a beginning. From these we found out initially what the disabled students wanted to participate in and whether or not they had attended a conference before. Suggestions were made for topics, keynote speakers and conference sites. A creative approach for a panel format was elaborated on. We asked for suggestions for a publicity campaign to involve the community at large.

In addition to asking professionals to a preconference meeting, several student representatives were invited. The suggestions generated at the meeting were limitless but it became very apparent that the college students wanted to focus on two topics: sexuality and the use of their power as disabled people. After much sorting out of topics and speakers, we concluded that we must find disabled professionals who had achieved prominence in their respective fields to challenge the students and professionals with these two topics. The network established at the preconference meeting was a beginning—in order to reach a "working conference" we needed involvement and commitment. Within our network, sites were chosen; resource people agreed to act as group facilitators; students and professionals volunteered their services; a Community Affairs Officer of the Police Department supported our efforts. Beginning with the College Public Relations Office, we made every publicity contact possible. Our audio-visual department set up equipment to record our challenge.

Our target dates were April 21 and April 28—we had one month to throw all our efforts together. A chemistry began to take place—a couple from northern Colorado known for their workshops on Sexuality and Disability accepted our invitation for April 21; they would design such a workshop for us. Within our network we drew individuals with various disabilities to discuss their own sexual development. After much searching, the composition of our panel was to include a teacher of sign language, a teacher of the deaf, a social worker, a priest who directs a theatre workshop for handicapped students and a sexuality and health educator. Simultaneously, our topic for April 28—Self-Advocacy within the Legislative Process—required searching for persons who could speak to us both as individuals and as members of a political group, and someone who was knowledgeable about transportation, a political issue of deep concern to students and professionals.

Within a network of planners we found an actress, a mayoral appointee and a director of a veterans association to stir up and to challenge our political views and needs. The panel was soon composed of a lawyer, a Washington official, a New York State regional associate and a political activist. Setting up another intimate preconference meeting of panelists generated the idea of a mock city council meeting. A case study, a focus for individuals,

seemed very appropriate. We wanted to ask the question, "What would you do in this situation?" or "How can you have an impact on this situation?" This was the planning stage for individual involvement in the political process. "Why not give the participants information and let them test it out," said our panel members. At the preconference meeting an idea evolved to create a city where the issue of transportation for the disabled was under fire; the audience would be divided into groups to work together towards a solution. Was a solution at all possible? We were not certain. But the makings were there for the challenge. Participants tested their strength by selecting an individual from their disability group to present their position to the city council members.

It took a bit longer than we had hoped to formulate these two conferences back-to-back. However, the energy derived from the first conference generated energy for the next. Relying on group decisions rather than individual ones increases the planning time, but the harmony produced by the group is well worth it.

An important aspect when planning a conference is a final evaluation. You will want to ask several questions on an evaluation form which elicit the participants' reactions and feelings to the program; suggest that participants list strengths and weaknesses. In order to help you plan for your next event, ask conference participants to react to the format and organization of the conference, e.g., panel, small group discussion, question and answer session, etc.

Consider several other practical suggestions in your conference planning:

1. Make certain that you get excellent coverage of your event. Consult the College Public Relations Office several months in advance to ensure that publicity releases are sent to: top media contacts in press, radio and television; News editors, Education editors and Life/Style page editors of local newspapers; Events-listing editors of local press; Public Service directors of radio and television stations; Neighborhood weeklies; Student Activities offices of educational institutions; College newspapers and radio stations; County public officials; Community Service organizations; Civic organizations and leaders; Unions, parent groups and education organizations; and Organizations for the Disabled.

2. Timing the arrival of a press release and posting bulletin board announcements is very important.

3. Use preconference meetings with panelists to generate questions to be used in small group discussions.

4. Secure interpreters and audio-visual consultants in advance of the conference and inform them of the entire proceedings of the day.

5. Transportation is a headache for everyone; assign someone the responsibility of organizing parking, car-pools and volunteer van service.

6. Make conference packet materials available in regular print, large type on white paper and braille.

7. Include a Consent Agreement for videotaping and/or audiotaping in each individual's conference packet. Collect them at the conclusion of the day.

8. Many advocacy groups are anxious to share information with everyone; make space available for this information and announce it ahead to avoid conference disruption.

9. Have clearly marked signs to indicate where the conference will be held; including access maps of the campus facilitates locating bathrooms and disperses traffic on elevators.

10. Test out the public address system several hours before the conference begins to avoid delay.

11. Take a few minutes at the beginning of the conference to indicate the location of the eating facilities, bathrooms, elevators and volunteer assistance. A card to signal for assistance put in the conference packet can be very helpful.

12. Stick to the time schedule you originally develop; if you have extra time, add it to the small group discussions.

13. Giving thanks to cosponsors, reporters, support staff, speakers, panelists and participants is vital. Your sincerity will keep individuals interested in your work and make them feel a part of the program; they are more likely to renew their support.

The above suggestions can really make a conference successful. Obviously, you are only limited by imagination in bringing other ideas to your conference. Get everyone involved.

Product Development

The reasons so much progress has been made in the field of disabilities is due to the emphasis placed on product development. By that we mean the conscious and continuing effort to maintain records of each activity in order that they may become a resource for others. Each activity in effect becomes a steppingstone for subsequent efforts, which are more effective because they take advantage of what has happened before. They do not simply repeat them.

The spirit and objective of an activity should be reflected in the final products. In editing both the 1978 Distinguished Lecture Series chapters for the publication, *Disability: Our Challenge,* and the ten reel-to-reel videotapes, we made every effort to preserve the spirit and objective of presenting both a role model to students and providing examples to administrators and faculty of what their students could achieve. The videotapes and book document Judy Heumann, Senior Deputy Director of the Center for Independent Living in Berkeley, in her discussion of the need for becoming independent. She said, "You have to know a lot about yourself; you have to know what time you want to get up in the morning—as opposed to having someone tell you what time you are going to get up in the morning."

Frank Bowe, Director of the American Coalition of Citizens with Disabilities, emphasized, "We must work together to achieve what the Supreme Court once called independence and self-confidence; the feeling of creativity; lives of high spirits, rather than hushed, suffocating silence. And we must work together now."

Having learned by trial and error during the previous year, the 1979 videotapes: Sexuality and the Disabled—a videotape featuring highlights of Tedde and Dan Scharf's working conference, and Self-Advocacy within the Legislative Process—a videotape featuring highlights of Nanette Fabray and Julius Shaw's workshop on self-advocacy followed by a participant role-play situation dramatizing the power of self-advocacy, were carefully edited by the Project staff and the Teachers College audio-visual team. In building on the spirit and objective of the 1978 products, the staff concentrated on producing videotapes and companion manuals that would inspire learning activities for disabled college students.

In encouraging students to clarify their values and goals, Nanette Fabray suggested that the students question themselves: "What do I have that I can use as an asset? I must look at myself coldly and hard and say, How can I use what I have as a person, and how can I apply it to achieve what I would like to achieve?"

While recounting her own personal experiences, Tedde Scharf focused on the meaning of sex for each individual at the workshop. Sending participants off into smaller groups, she said, "Sexual acceptance has to grow out of all the things we have been talking about this morning. First, out of understanding yourself, deciding what your needs are, your directions."

Consent forms were sent to the 1978 and 1979 lecturers for their approval of videotape distribution, the final edited copy of the manuscript and the use of a photograph for the publication.

The criteria of content, education and media are important in evaluating each product you produce, whether it be an article, book, videotape or manual. You must question the content: Is the product easily understood? Is there a progression of thought and logic? Is documentation and research thorough? How useful is the product for its intended audience? Considering your intended purpose you must ask several questions about its educational value: Is the purpose of the product clearly stated? Are the main teaching points easily distinguished from other, less vital information? Does the product provide for audience self-evaluation? Is the product suited to the educational, emotional and psychological level of the intended audience? And finally, you must ask several questions about the media: Is the book or videocassette (longer life than tape) appropriate for the content? Did you make maximum use of the medium to accomplish your objectives?

Summary

What we have discussed are four very effective tactics to successfully disseminate information. The result of this strategy is not simply that information is provided, but that a mix of people, disabled and nondisabled, benefit from it; they are brought together into a community where a common purpose is defined, where talents are tapped and the formulation of a blueprint to more effectively meet the issue of disability is generated.

Disabled Working With Disabled

Barbara Pogul Rivlin

"If I do nothing for myself, who will do it for me? But if I care only for myself, what good am I? and if not now, when?"—The Mishnah. *The Teachers College Project for Handicapped College Student* is a regional center that was formed to assist colleges and universities in planning for the delivery of supportive services to their physically disabled college students. It was felt that environmental adjustment and special counseling could help large numbers of the students to meet requirements for matriculation. The Project has been funded by the Bureau for Education of the Handicapped in the U.S. Office of Education. The Project was approved in 1976 and will terminate in 1980. Two of the goals of the Project, as stated by Dr. John Hourihan in the publication, Disability: Our Challenge, are: "(1) to provide severely disabled college students with a service program that will enable them to maintain themselves at an acceptable functioning level, and (2) to enable the student performance level to be commensurate with his/her goals and potential." Specific techniques and strategies were used to help students achieve personal goals and in so doing to fulfill the goals of the Project.

My purpose in writing this chapter is to describe the impact, the process and the effectiveness of the techniques and strategies utilized by the Project. I will discuss the techniques used by the Project to help me achieve the goals I set for myself.

I have been affiliated with the Project in two capacities — as a recipient of services and also as a provider of services. On the one hand, I am a person with multiple sclerosis, who needed and used the help of the Project, and on the other hand I provided tutoring services, i.e., peer counseling to learning disabled students. I want to share a unique personal experience that has had a far-reaching effect on my outlook and functioning in life. The process of working with the Project enabled me to cope with the physical requirements inherent in being a returning handicapped graduate student. Because of this experience I have been able to broaden my

knowledge and vistas. Now expectations for myself are not as limited and I can develop new goals.

This paper regarding my involvement with the Project was impossible for me to write without being autobiographical—without saying "I." For some weeks I spent time in the library researching the literature in order to find some definitive authorities regarding counseling of the handicapped. This served to delay my plunge into the writing of the paper, which dealt with material that was painful to me. Feelings surfaced that I would have preferred to think of as long since resolved.

Who Am I?

I am a suburban divorced mother of two children, a reading specialist, who decided to return to graduate school to broaden my knowledge and experience. Although I wanted to apply for the degree program at Teachers College, I lacked the self-esteem and self-confidence to do so.

My fearfulness in returning to school stemmed from my feelings of inadequacy, which resulted from the difficulties in dealing with the symptoms of MS. My style in coping with the symptoms was to limit my activities and expectations. I took a stoical stance in coping with the symptoms of MS. I masked (or so I thought) my physical discomfort. My aspirations had always been high, but strong feelings of inadequacy mounted in twenty years and caused me to limit my dreams and expectations. I had completed an Ed.M. degree some twenty-two years earlier and continued to take non-matriculated courses intermittently. Since graduation I continued to work as a reading specialist both in school (on a part-time basis) and in private practice. As time went on, I felt that further study in the field of Learning Disabilities would be helpful in my work. Although obstacles were sure to confront me, and despite my uncertainties and fears, I hesitantly enrolled at Teachers College as a non-degree student in Special Education. I would have preferred to apply directly to the doctoral program, but lacked the self-confidence to do so. The weight on my shoulders—knowledge of a twenty-year-old chronic no-cure illness of MS—always hovered over me.

How Did The Project Work For Me?

Going through the tasks of parking my car, registering for my course, waiting on lines and walking from building to building proved to be exhausting, yet I was determined to attend classes at Teachers College. I noticed posters in the halls advertising the Project. In full view were the questions, "Are you a disabled college student? Do you need help?" I had never REALLY thought of myself as disabled before, but I knew that I needed help in order to continue through this maze. The parking problem was more than I

could handle. I took a deep breath and called the listed number. And, in fact, they did find an accessible parking spot for me—with my own gate key! It was more than I could have wished.

All the personnel with whom I came in contact were interested, friendly and helpful. Two questions haunted me: (1) Would my intellectual functioning really be adequate after being away from school? (2) Could I handle the rigors of commuting and walking through the campus? Friends and family were very quick to say, "Perhaps it is too difficult," "Be careful," "Don't do too much." They offered these warnings to protect me from disappointment and failure.

On the fifth floor of Thorndike Hall where the Project had its offices I knew people were interested in my progress as I plowed a path through my first semester at Teachers College. More importantly, the staff fully understood my difficulties. They listened, they understood, but never pitied. I found strength here to chart a course incorporating my disabilities of limited walking and standing, poor bladder control, poor balance and rapid fatigue.

It was suggested that using my cane while walking throughout the school might ease my walking and would serve as a signal to others that I might need help. At one point, I mentioned to my professor the nature of my illness, and she offered to move the classroom, if the location was not accessible to me. I was taken aback. I couldn't imagine a classroom change would be offered just for ME! The counselors at the Project encouraged me with "You'll find a way" rather than "Limit yourself" or "Don't do too much." Once I freed myself from worrying about what might happen, more energy became available to me in all other areas. I had found a place to express my feelings of inadequacy and vulnerability as well as to share my successes. Becoming involved with the Project offered me a haven; I found here a balance of encouragement and protection which I had never felt before.

My studies were indeed intellectually stimulating and useful for my work and I did well in my first course. As time went on, and I continued to register for and complete courses, I felt that here opportunity had opened for me.

I felt I could fit into the academic environment of Teachers College—a dynamic, vital place where I wanted to find a niche. But feelings of inadequacy were strong in me and I still felt too blocked to apply as a degree student. I simply did not have the courage to take the exam and risk failure.

While concentrating on my studies I found that I was spending less time with my private students—with a corresponding decrease in my income. However, my need to earn money was, and is, a constant worry. I needed to earn some money while at school.

Karen Luxton, the Coordinator for Student Services for the Project, offered to meet with me for a time to discuss the projected

changes in the pattern of my life. We discussed the realities, the priorities involved in formulating professional and academic goals. Changes in the organization of my personal life in relation to children and friends had to be determined. Karen, blind since birth, was a role model of continual inspiration to me. Despite her handicap, she seemed to deal with problems resolutely and with equanimity. Her clear common-sense thinking and jolly humor were a delight and a comfort. She displayed deep sensitivity and understanding.

I discussed with Karen techniques of compartmentalizing my life so that managing the time schedules of classes, papers, and exams, combined with caring for my two children and our home, might become a more organized life pattern. Through her counseling I realized that my problem was a matter of adjusting priorities as schedules changed rather than that of being a single parent whose problems were intensified by illness. Since I have known her, I have begun to feel that if she could handle her problems and move ahead, perhaps I could too.

As my self-confidence grew, I worked out strategies which enabled me to apply to the doctoral program at *Teachers College*. The MAT examination presented an overwhelming obstacle to me. This test would reveal whether or not my intellectual functioning was equal to the admission standards. I was ambivalent about learning the result. I purchased the review books, enrolled in a study course and STUDIED. Not only was the level of my intellectual functioning being tested and compared, but also my ability to function while accommodating for my handicaps. I took the risk. To my great joy and satisfaction I was accepted to the Doctoral Program in Special Education.

While pursuing my studies, I continued with my private students only minimally. The very fact of working productively with students and earning money contributed to my feelings of independence, confidence and self-worth. I discussed with Karen the matter of increasing the number of my students. She suggested that since college students with reading problems are referred to the Project and a service provider, a tutor, would be paid on an hourly basis, I might fill this role. I offered my services and worked with four learning disabled handicapped college students.

What Is A Service Provider?

The term "service provider" covers a myriad of support services which are offered to students in the Project. A service provider offers direct assistance such as: reading for the blind, interpreting (signing) for the hearing impaired who need it, note-taking, typing, tutoring and serving as wheelchair attendants.

At this point, I was a service provider, a tutor, for learning disabled college students.[1] Inherent in the tutoring approach is the

development of a helping relationship. Peer counseling is defined as "counseling by a person in one's peer group under professional supervision."[2] The peer counseling technique was a natural outgrowth of the tutoring situation. So I, a handicapped college student, worked with other handicapped students.

Profiles Of Four Students Serviced By The Project

C., a visually impaired graduate student in a Master's program, was referred to the Project by her professor, who sought assistance in working with her. C. had lost her eyesight, but during the school year, her eyesight gradually returned. The Project provided assistance for C., such as obtaining readers and typists, and introduced C. and the professor to aids such as the Recording for the Blind. The professor readjusted the curriculum to meet C's needs. As C's sight returned, she taught herself to read again with great difficulty. She saw only the general configuration of a word, omitted letters, and reversed words and letters that she did see. If the reading material was placed upside down, she read more easily. At times, her speech was scrambled; she would say one word and mean another, or she had difficulty in retrieving a word. Her writing was disorganized and spelling was poor.

C. and I worked on the areas most troublesome to her, e.g., writing and spelling. We studied vocabulary related to her course work. As C. later told me, this tutoring was the first time that she had been able to work with someone else. For the first time she could obtain feedback to see whether or not the techniques she had devised for herself were working. C. worked intensively and with purpose.

Tutoring continued until the time of her marriage and she studied on her own while continuing at school. Within two years she had completed her Master's degree. Her final thesis was a video tape describing the nature of her learning disability and the measures she devised to overcome it. C. is now teaching at a nursery school and reports that she will memorize a story prior to reading it to the class. She found the psychological supports and understanding of the personnel crucial to her improvement. At Teachers College she found a group of "tuned in" people.

M., a third-year college student, was referred to the Project by his college advisor. Since his reading was so slow, he had been classified and placed on the lowest track all through school and had not received adequate instruction. He attended a preparatory school that readied him for college. Now at college, he found that his laborious reading was hampering his studies. M. read one word at a time with little retention of the materials. He was reading his assignments two to three times for full comprehension. He maintained a job while attending school. M. received assistance from the

Project Counselor and through tutoring from his service provider he developed skills in the areas of silent reading, comprehension and vocabulary.

R., a college graduate eager to embark on advanced work, was referred to the Project by her college tutoring service. She wanted to understand the nature of her learning problems and the extent of her potential. R's problems were assessed and she was referred for a learning evaluation. She hoped to find methods to correct her difficulties. A meeting was held with R., the Project's student coordinator, the learning disability specialist, and myself—the service provider. The test results and the recommendations were discussed. R's educational and professional goals were discussed in order to accommodate for her strengths and weaknesses. The Project acted as R's advocate. I was her tutor and I acted as a liaison between R. and her school.

B., a Master's degree candidate, was referred to the Project by one of her professors who felt that B's spelling errors and written work were evidence of some dysfunction, a breakdown in the processing of her reading and writing skills. After assessment, B. was referred for a learning evaluation. Her strengths and weaknesses were noted. We worked on appropriate skills, e.g., spelling, writing and organizational skills. Oral reading created problems for B also. She functioned well in the school setting. B. has completed all her course work and expects to start her thesis. Presently she is teaching fulltime in a day care center. She is married and lives in another state.

B. wrote to me some time ago saying that she had just completed her first year of teaching. The year was especially meaningful to her since she suddenly found that she enjoyed reading aloud to her children. She feels confident now about her reading. She is continually striving to improve her writing skills.

How Did I Feel As A Disabled Student, Tutoring Other Disabled Students?

Helping students introduced me to persons who were not outwardly or physically handicapped, but rather inhibited by their ability to comprehend the written word. These learning disabled students needed help in dealing with their reading and writing skills so they might pursue their educational and professional goals. Their reading difficulties placed an enormous block in their path. If in some way I could help them break through this block, it would make me feel stronger in the sense that I could share some of my knowledge despite my handicap.

These students were vulnerable and lacked self-esteem. They impressed me with the single-minded determination, persistence,

creativity and intelligence with which they worked towards their goal. They tenaciously competed in the mainstream of university life. The opportunity to teach these reading impaired students allowed me to further use and develop my own teaching skills. I found that teaching and earning money as well contributed to my feelings of independence, confidence and self-worth. The students' progress showed me that I could work constructively.

This experience taught me that helping while actively pursuing my own interests is the best way for me to make a fuller life for myself. Rodney J. Reed corroborates my view in his article, "When Students Teach: Tutoring by Peers."[1]

What Services Did I As a Service Provider, A Tutor, A Peer Counselor, Offer These Students?

Individual tutoring sessions were scheduled three hours per week. Each student's learning evaluation report was scrutinized and discussed. Priorities and goals were examined and a special program was formulated. Techniques and skills appropriate to the presenting skills were developed. The student was encouraged to bring in texts and assignments that were troublesome.

In the process of working together, our relationship grew on a more personal level. I directed my teaching to the student's strengths as he developed skills. We discussed his/ner ability to function in his university setting. Discussion of this type provided strength and the entire Project became a small network of help, understanding, support and advocacy. These services furnished an impetus for the counselor and the counselees to continue striving towards individual goals.

Summary

The Project has helped me with the concrete problems facing a handicapped person in an academic setting. Project personnel have:

1. Facilitated streamlined registration procedures.
2. Obtained a handicapped parking spot for me so that parking and walking a distance would not be burdensome.
3. Provided a room on campus where I could rest if I became overly fatigued.
4. Familiarized me with the layout of the school so that classes, the library and the cafeteria would be more accessible.

Informed me of the special library services that were offered to facilitate the use of the library by handicapped students.

6. Provided counseling when particular academic, professional, advocacy or personal problems arose.

Not only did the Project help me concretely as mentioned above, but it also informed and exposed me to the world of the handicapped. I was introduced through the meetings and lectures to the

many organizations involved with advocacy and self-advocacy for and of the handicapped. I met persons with varied handicaps who were determined to fight for their place. As time went on, I began to use my cane more comfortably and applied matter-of-factly for handicapped automobile license plates. I realized that my self-image had been affected by my symptoms. I came to realize that all human beings are handicapped in some way and that handicaps hold you back only if you allow them to.

The opportunity to teach and counsel learning disabled students allowed me to further use and develop my teaching skills. Teaching and earning money as well, contributed to my feelings of independence, confidence and self-worth. It was gratifying to help these students constructively and to watch their growth and development. Their single-minded determination impressed and inspired me.

And finally, the Project has contributed to my performance as a student and to my capabilities as a person. Family and friends now respect my pursuits and independence. No longer do I feel limited by overwhelming fear and uncertainties of the present and future. The active pursuits of my interests have brought me strength to live with joy and vitality. This strength (life force) has changed my expectations of and for myself, as well as for those people around me. There really is a hopeful future ahead! I trust that the far-reaching effects of the Project will be felt by other handicapped students in the future.

Footnotes

1. "Tutoring is an individual approach to learning that focuses on verbal questions and responses. The adult determines how much and how quickly he will progress. Tutoring is used when special assistance is needed. The methods are adjusted to the needs of the student; the tutor provides immediate corrective feedback. It is a major learning need of the student to know if he has mastered the materials. The tutor provides an atmosphere and technique for involving adults in choosing, planning and executing learning activities. In tutoring, rapport is established on a one-to-one basis." John R. Verduin, Jr., Harry G. Miller, and Greer, Charles B., *Adults Teaching Adults: Principles and Strategies* (Austin, Texas: Learning Concepts, 1977), pp. 140-141.

2. G. Terry Page and J.B. Thomas, *The International Dictionary of Education* (New York: Nichols Publishing Company, 1977).

3. "Tutors tend to reinforce their own knowledge when they prepare material to teach someone else: their self-confidence and self-esteem are enhanced; they can develop teaching skills and techniques; and they are given financial assistance. Tutees get individualized instruction; they are opportunities to interact with students who may have overcome similar problems and to discover

and reinforce their own unique strengths; and they are given an important boost toward self-confidence in addition to consistent exposure to a role model." Rodney Reed, *When Students Teach, Tutoring by Peers,* ERIC, ED078 746, 1973, p.1.

4. Sonny Kleinfeld, The Hidden Minority, (New York: Little, Brown & Co., 1979), p. 65. Kleinfeld discusses a project that hopes to prove that peer counseling of the handicapped works better than any other kind.

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Part III

Case Histories

The Changing Scene: An Update Report On Facilities And Programs For Disabled Students At Ramapo College Of New Jersey

George T. Potter
Loretta S. Potter

Ramapo College is a new State College in New Jersey. It was organized in 1969 and admitted its first students in September 1971. The College is located on a beautiful campus in Mahwah, New Jersey in the Ramapo River Valley. Over 4,000 students are enrolled in four-year degree programs in Liberal Arts and Sciences, Administration and Business. On-campus housing is available for 600 students and a dormitory for an additional 350 students is under construction.

Since the College was designed and constructed under laws that required all new facilities to meet standards adopted by the American Standards Association to meet the needs of disabled individuals, it might be supposed that building a completely barrier-free environment was simply a matter of time and money. But it was not that easy. Although architects were eager to implement the new standards, they were not fully familiar with them. Building contractors had limited knowledge of the requirements, so they too had to learn about them on the job. And even the standards were themselves subject to modification over time. This, it required a lot of careful supervision, hard work, and a readiness to correct errors, in order to meet the high standards of accessibility that we were committed to achieve.

The attached sketch illustrating our campus will serve as a useful device for introducing some of our design considerations and highlighting some of the construction problems that we encountered. (Appendix II) Basic design considerations were: (a) a *concentration* of building elements to minimize the distances between different buildings on campus; (b) a system of *connected elements* to provide for easy movement around the campus; and (c) *simplified, flexible* approaches to construction to permit rapid development and to facilitate changes in the buildings in response to the developing needs of the College. In the main, these basic design considerations have accommodated the needs of disabled students, but two major problems have emerged.

The first of these problems is simply a matter of topography. The campus is not flat. All the buildings in the central campus area are at essentially the same elevation, but there is a relatively steep decline down a hill to the Physical Education Building and to the major parking areas located on the periphery of the campus. Hence, disabled students have to negotiate the barriers of distance and elevation if they wish to reach the Physical Education facility. If we had it all to do over again, we would probably select a flat site to overcome at least one of these barriers. The second problem also involves distance and some changes of elevation. Our initial student housing is located on the northeast corner of the campus (to the top left on the sketch, just beyond the shallow lake or duck pond). Thus, once again disabled students must overcome barriers as they move to and from the housing area.

Just to emphasize the problems that are dictated by our topography, just imagine the difficulties facing a student in the housing if he or she wishes to get down to the Physical Education Building! If he or she is in a wheelchair, then it is necessary to have (a) strong arms or a fully charged battery, (b) good brakes and (c) some time and patience in order to make the trip successfully. (And if the weather is bad, the student might very well decide that the odds are really stacked against him/her.)

Buildings A and B were the first new buildings to be constructed. They are two-story structures with elevators located at central points in each building. Generally they are easy to move around and they afford good access to classrooms and offices. But problems remain. Although the elevators satisfied code requirements at the time they were built, they are rather small for students using modern battery powered wheelchairs. And they often break down. This is a problem in itself and it highlights a second problem, namely, that all the toilet facilities in these two buildings are on the ground floor.

Later additions to the campus have given us the opportunity to remedy initial access problems. An additional elevator and the construction of second-floor toilet facilities on the two-story Student Life Building (E), for example, helped to overcome the problems noted in the previous paragraph. Likewise, the installation of larger elevators in the four-story Science (D) and Library (G) Buildings have kept us up-to-date with changes in the code requirements for elevators.

Despite continued vigilance and a readiness to correct access problems, it seems that we can never anticipate every challenge. Turnstile exit controls in the Cafeteria or in the Bookstore have had to be modified to permit their use by students in wheelchairs. Many treadle-operated doors have been added to improve access to all buildings, but we still have other doors that are too heavy for disabled students to operate. And the second floor of our Ad-

ministration Building (H) remains inaccessible to students in wheelchairs. (This is a reconstructed mansion, originally built in 1885 and now subject to some restrictions as an historic building. Although we were able to add a ramp entrance to the front doorway at a cost of some $15,000, we will need to spend even more money to install an internal elevator to get students upstairs to the second floor). This is the final blow for a college president who prides himself on the barrier-free architectural design of the College, and whose office is on that inaccessible second floor.

With these general comments in mind, we can now move into a brief review of our experiences with facilities of various kinds.

Bathroom

Bathroom humor has a special meaning for disabled students. Unfortunately, however, the joke is sometimes on the student, and we have to acknowledge that there were design deficiencies in our first phase buildings as far as this need is concerned. The public toilet rooms in those original buildings were just not wide enough to provide easy access for students in wheelchairs, and the fixtures were inadequate. So we had to resort to the compromise solution of equipping a special toilet stall in our campus health office area to meet the needs of these students.

We have improved the situation in later buildings, and we now feel that we can meet the needs of almost all of our students confined to wheelchairs. Perhaps the provision made in our Physical Education Building is our best example of what should be done in well-equipped toilet rooms today. The entrance doors are wide enough for easy access in a wheelchair. The space within the room allows room to maneuver the wheelchair. The facilities in the specially equipped stall (furthest from the room entrance)) are at the best height (18" to 20" from the floor) for use by the disabled student.

Campus Housing

We knew that a small percentage of disabled students would want to live on campus, so in the first housing units opened in 1972, two 2-bedroom apartments were equipped for their use. These apartments are on the ground floor, with a ramped entrance. Each apartment was modified in several ways. The stove has controls in the front rather than the rear, so a wheelchair student would not have to reach across open gas jets. The storage area under the kitchen sink was eliminated to permit a wheelchair to fit under. Wall switches and coat racks were lowered. A visual signal was installed as an addition to the fire alarm system. The bathroom was made to accommodate a wheelchair and had grab rails near the toilet and tub/shower. The sinks were lowered and cut. The doorways are wider and each room took the turning radius of the wheelchair into consideration.

The same architectual design features were incorporated in the second group of buildings opened in 1974. There are four 2-bedroom apartments in this second phase. Some inadequacies were discovered here.

1. *Ramps.* The biggest mistake in the housing was that every apartment on the ground floor was not ramped. Regardless of whether it was intended for a disabled student to live in or not, this feature would have permitted free access to visit able-bodied friends. As it is now, the able-bodied *must* visit the wheelchair student. The reverse can happen only if the disabled person can be lifted from the chair, or is fortunate enough to walk with crutches. If we had been more alert at the initial design stage, even second-floor apartments could have been made accessible.

2. *Locks.* The locks on the door required more physical force than many of our students had. Our quadriplegics could not deal with them at all and required assistance to enter their apartments. Locks generally required a two-handed operation—one to insert the key and the other to turn a door knob. Locks were changed to make it a single-handed operation. We explored push button combination locks, but found that only one in four of our quadriplegic students could operate them. The trial lock was returned and we continue to use a key lock.

3. *Roommate.* A disabled student usually rooms with an able-bodied student, unless two students are able to care for themselves. We used to assign able-bodied and disabled students to rooms at random. Some of the able-bodied students were extremely distressed to find out that they had to room with a disabled student. Architectural barriers being removed does not eradicate prejudice from people's minds. The able-bodied students generally have had little opportunity to interact with disabled people. The able-bodied student looked forward to being a free agent, away from home and parental restraints. When they saw what they regarded as a burden, some students refused to accept the disabled student. This obviously created stress on all sides. Now we inform all potential resident students that they may have a roommate who is disabled. This allows them time to indicate any difficulty with that possibility.

On the basis of lessons learned in the operation of our first two groups of apartments, we have recently added a small Lodge in which 16 students are housed in 12 single and 2 double rooms. Bathroom facilities include shower stalls for use by students in a wet chair. There is a common dining area and kitchen in which students can prepare light meals. Other meals can be purchased in the college cafeteria. Rooms are assigned to disabled and non-disabled students on a 50/50 basis so as to avoid creating a disabled "ghetto." A one-bedroom apartment is provided for a resident staff member who works with all students to create a comfortable community environment.

A four-story dormitory building is now in the design stage. This will provide accommodations for 350 students and all rooms will be accessible to students in wheelchairs. The building will be located near to the College Library (G) with adjoining parking for disabled students. Small kitchens will be provided on every floor for the preparation of snacks and refreshments. Cafeteria style food service will be available in the new extension to the Student Life Building (M). We expect the new building to be available for occupancy early in 1982.

Apart from problems associated with the operation of the student housing units, many other questions arise in the day-to-day life of the disabled student on campus. A few examples are as follows.

1. *Emergency Situations.* In the event of an emergency, our local Security is contacted. They in turn can mobilize a volunteer ambulance team or take a student to our local hospital (10 minutes away from the campus). We have a nurse on duty every day and a physician is on campus two days a week. Some "emergencies" occur in our elevators when a disabled student is stranded in a cab between two floors. To overcome this problem, we have installed a voice-activated alarm system in the cabs that are in general use, and all elevators are tested every few hours.

2. *Snow and Ice.* We have about five minor snowfalls each year and about as many treacherous icy days. Maintenance does plow and sand the walkways, but on occasion they are slow to get on to the job. One student complained that the snow from the plow had left a ridge right at the foot of his ramp and he could not leave his apartment to attend class. Maintenance people must be sensitized to the special needs of our students. We encourage the students to put wide-treaded tires on their wheelchairs to help avert some problems. Students on crutches find the ice a particular problem on some of the sloping paths.

3. *Social Life.* There are 600 residents out of a school population of 3,800. There is a feeling of community within the residents. There are barriers to free interaction, however, due to the style of our initial housing. There are no large common meeting rooms in the original apartment complex. Therefore, the apartment dweller must rely on the main campus, 300 to 400 yards away. Not a large distance, to be sure, but nevertheless, a distance to be dealt with. The facilities on the main campus include: the Student Life Building (E) with a game room, cafeteria, bookstore, and radio station; the Physical Education Building (F) with exercise equipment for disabled, a pool with a lift and a large gymnasium; the Auditorium (C) where plays, concerts and lectures take place; and Pub (M) for evening and weekend food, drink and entertainment. A small recreation hall has been constructed as a part of the Lodge, and we hope that it will add a new dimension to social life in the housing area when it comes into full operation.

There are many events on campus, but sometimes disabled students would like to get away for a change of scene. Some of them drive. Several have vans which they use to get into the wider world. Students are sometimes forced to remain on campus because they can't get a ride home for a weekend. A new bus with a hydraulic lift is available to take groups into New York City or other neighboring towns for cultural events, but it takes time, effort and funds to take such trips on a regular schedule.

4. *Non-residents.* Most of our disabled students live off campus. They either drive their own vehicle or are brought to and from the campus. There is no adequate public transportation available. When any disabled person arrives on campus, he or she is directed to one of three specially designated parking lots. Visitors and temporarily disabled persons are issued a parking permit. Those who come to the parking lot daily are given special decals to put on their car windows. We have student attendants at the parking lots to assist the disabled in and out of their vehicles. Our biggest problem with the parking areas is keeping able-bodied people out of them. We tow cars away, if they are parked in the wrong place; but constant vigilance is the only way to eliminate the problem.

5. *Fire Precautions.* What do you do if you are in a wheelchair on the fourth floor of the Science Building (D) when the fire alarm sounds off? Standard practice demands that the elevators go out of use in a fire emergency, so you are stranded. In response to this problem we have organized a team of fire marshalls to assist wheelchair students at times of such emergencies. So you make your way to the nearest fire-protected stairway and wait for help. It is not the best solution, maybe, but if you are a disabled student, it is better than confining your interest to courses taught on the first and second floors.

By way of further comment about fire precautions, we must note in passing that the fire alarms in our first buildings were placed too high (5'3") to be reached by students in wheelchairs. They are installed at a more reasonable height (4'0") in later buildings. Thus far we have not added visual indicators to give the alarm to hearing-impaired students. That must be another improvement for the future.

Academic and Support Services

Barrier-free design was an early part of our campus and students were able to move quite freely, so our attention began to turn to the academic and support services needed to make the college as accommodating as possible. In 1974 a cross section of people on campus formed a Committee on the Handicapped. Included on the committee were representatives from Admissions, Student Services, the Learning Skills Center, two disabled students and the Director of Campus Planning. The committee undertook several tasks.

The college was thoroughly surveyed regarding classroom buildings, services and housing. We felt confident in all the areas except services, so a funding grant to establish the Office of Specialized Services (O.S.S.) was written by the committee. The first grant failed, but the second one was funded by H.E.W.'s Trio Grant and the O.S.S. was started in September of 1976. The funding provided a director, academic counselor, career counselor, secretary, student aides and a physical therapist. In 1980 the positions are the same except for the physical therapist. We believe that an adaptive physical education persor. is more in tune with the recreational needs of the students. We have added a mini wheelchair repair service, since we have aides and others who can repair flats, change belts, change fuses or call a local repair company for more complex repairs. With monies raised by the office, we purchased two electric chairs and one manual wheelchair, which can be borrowed for a nominal fee.

We continue the scrutiny of our operation and to this day review and alter catalogues, forms, procedures, etc. as we see necessary. To get information on what requires change, the O.S.S. keeps in close contact with the disabled students through formal meetings, an Advisory Commission to the O.S.S. (formed in 1979) and spontaneous contacts. As a result of interviews and other input, the college and the O.S.S. have moved through various points to get to its current level of functioning.

1. *Admissions.* Disabled students are no longer asked to identify themselves prior to acceptance at the college. They are welcome to come to the campus prior to admission, but no preadmission interviews are necessary. The admission procedures are the same as they are for any student. We find that many students are eager to come and visit before applying just to be sure the campus, housing, programs and ambiance are to their liking. They often drop into the O.S.S. to look into support services and discuss their potential programs. It is also an ideal time to discuss their needs for aides, remediation or special equipment. Accepted students who wish housing are given an interview to ascertain their personal needs, e.g., bowel routines, dressing assistance, transfer assistance, toileting, feeding, cooking, etc. We ask the student to make arrangements fo. assistance with the visiting nurses, homemakers or hire an aide, since we do not have attendant care available. We generally accept only those students who can manage to be fairly independent. When students are admitted, they participate in a general orientation experience. It is also the time when they get parking decals for special parking, meet the O.S.S. staff and begin to develop program plans with counselors and tutors.

2. *Academic Services.* The Academic Counselor works with disabled students from an early point. If there is any question about the student's academic strength, the academic counselor is

asked to do additional testing or interviewing. The college requires a basic skills test of all students and the academic counselor may on occasion administer these tests. Time limits are waived if this is necessary, readers and writers are provided and typewriters can be used. From the inception of the program, the academic counselor has sought a mid-year review of the student's standing, via questionnaires to faculty. This has been required by programs receiving federal monies, but has never met with acceptance by students. They prefer not to be identified and singled out. Pressure has been put on the college to have any student in danger of failing notified of this situation at mid-term. The academic counselor receives the status reports from faculty, makes an appointment with the student and discusses the report. If it is mutually agreed, the student may have additional testing, go to the Academic Resources Laboratory (founded in 1978), get tutoring or arrange to meet with the academic counselor on an ongoing basis for additional suggestions. The counselor may also group students to work on common problems relating to research papers, writing or other skills.

The program has had two academic counselors who have worked with learning disabled students with a degree of success. Contact with each student is important, but we have found over the years that some students are very reluctant to seek assistance personally. Sometimes their professors are first to signal the need. The contact between the academic counselor and professors is important since the counselor can provide information regarding equipment and aids, arrange for readers and writers and counsel with both the student and professor. One problem which comes to our attention on occasion is the difficulty faculty members experience when they have a disabled student in their class. Students have expressed concern over what they consider to be grade inflation. They feel that some faculty members are afraid to place demands on them and treat them with "kid gloves." On the other hand, faculty sometimes feel manipulated by disabled students. They feel they must do more work if they have a disabled student in class. The response for both is to have realistic expectations and to express them openly. The student who feels he is getting away with work would be wise to indicate his capabilities openly to a professor, thus helping the professor overcome his prejudices against disabled students. The faculty member who feels manipulated needs to communicate this fact also. We need to discuss the perceptions of the students and faculty. This type of exchange should be repeated as often as necessary, depending on interest. Certainly the exchange between the O.S.S. and faculty is important because many faculty have not encountered a disabled person before. We have developed an on-campus advisory commission comprised of faculty, administration and staff who have expressed interest and dedication to the program. We hope in this way to have more and more people aware of

the disabled student and the special needs that may be present. We do find that most faculty are pleased to make arrangements for students to take exams at different times or to complete assignments if there has been illness. The academic counselor acts as an advisor who will also refer people to other campus resources.

The library, for instance, offers such services as Talking Books, other tapes of a recreational nature come from our New Jersey State Library for the Blind and Handicapped. These tapes are used by our blind student, a partially sighted student, as well as quadriplegics who cannot hold a book. We have some volunteer students who have auditioned as readers of books for our State collection. Our new library opened in September of 1977 and is excellent for disabled students. Library personnel will assist students if books are shelved out of reach. We have a collection of aids in the special service room, such as magnified reading lens, a self-correcting typewriter, a Kurzweil Reading Machine on loan, and other materials that will make access to information easier.

(a) *Services for Visually Impaired, Hearing Impaired, and Home-Bound Students.*

As implied in other comments, O.S.S. does not restrict itself to programs for students with ambulatory problems. Programs are also provided for visually impaired, hearing impaired and home-bound students, and each of these programs has raised new opportunities and/or problems. The needs of visually impaired students encouraged us to develop our television-chalkboard setup with which a closed circuit video system brings the chalkboard into focus on the students' desk. This sytem has been especially helpful in mathematics and science programs where heavy use is made of the chalkboard. Needs of hearing impaired students have necessitated the employment of sign language interpreters. Sometimes personality differences have had to be overcome in order to get good working relationships established between faculty member/signer/and student, but the most significant problem has been one of financing this service. Service for just one student can cost as much as $3,000 a year, and it is rarely possible to group students together in selected courses. Although other agencies have in some cases contributed to payment for these services, the trend is for more of these costs to be passed on to the college budget. This could undermine further development of services for hearing impaired students in times of fiscal crisis. The main service for home-bound students has been the Telecollege Program, in which telephone links are established between the classroom and the student at home. This program can involve a variety of complicated situations, e.g., personality, logistical, technical and educational problems. Some faculty members balk when they are asked to wear a microphone and respond to questions from a telephone receiver. For some teachers, this is an imposition, although others have

handled the situation magnificently. Logistical and technical problems abound. Is the equipment available in the classroom? Is it in working order? Has the receiver been stolen? (Unfortunately almost any electronic device is attractive to the passing thief). Is the student's telephone line open or has there been another breakdown? It takes a lot of effort to keep continuity in the program in the face of these complex issues. Educationally, the question is, can the student be kept up-to-date with material presented via the chalkboard or distributed in note form within the classroom? (Perhaps the new electronic chalkboard soon to be marketed by the Bell Telephone Company is a partial response to this situation.) How will the student complete assignments and examinations? Will it be practicable for the student to make personal contact with the instructor via visits to the campus or *vice versa?* What about the availability of library and other support services? In view of all the difficulties involved, we rarely counsel a student to take a full load of courses via Telecollege. We are aware of special cases in which students with unusual determination and ability have been able to complete their programs despite all the problems that they encountered.

(b) *Career Counselor.*

Career counseling is and has been an important part of the program. It has always been felt that keeping students focused on a career after college encourages them to be realistic regarding career choices. It is the function of the counselor to help the students realize their potential and find a career that matches their abilities. These abilities may lead a student to a career immediately after college (we have three disabled students working at IBM, others working in offices for disabled individuals and city government). Other students, the vast majority, choose graduate school (we have had graduates at Columbia's School for Social Work, Seton Hall, Yeshiva). The goals after college are important to have in focus before the student is too far along so field work or independent study possibilities can be explored. Several students have had field work experiences in the community. While field work is extremely valuable experience, we have found that a lack of transportation and few barrier-free community placements are major complications.

Seeking barrier-free businesses has been one of the projects we have been involved in. We also had a one-day conference in 1977 for employers to assist them with their compliance with the 503 regulations. In 1979 we held another conference in conjunction with Rutgers and The Small Business Administration, which dealt with the disabled person going into a business of his or her own. We are firmly committed to educating the business community so our students will be able to have a good experience. To ensure familiarity with business' expectations, the career counselor holds

workshops dealing with assertiveness, resume writing, job applications and other relevant topics. She also works with students in exploring graduate schools, their programs offered, finances and accessibility. We have had nearly 20 students graduate and go on to find their place in business or graduate school.

3. *The Adaptive Physical Education Program.* The original concept was to have a physical therapist working with students, but students felt they wanted a program more in tune with the regular physical education program. Physical education is not required for any student, but it is recommended. We offer a one-credit course for students with a temporary or permanent limitation to help them develop recreational skills as well as fitness. Students use the pool, weight room, wrestling mats, adaptive bowling and golf sets and parallel bars. They also learn yoga, breathing and relaxation exercises and a range of motion exercises. The pool will soon be equipped with a lift which will take a student in a wet chair into the pool. The lift will be partially paid for by a major fund-raising event on campus. We have a 24-hour swimming event run principally by students, which has raised monies for adaptive physical education equipment, a typewriter, five wheelchairs, a lighted magnifier and scholarships for graduating seniors going to graduate school. The "main event" is preceded by Awareness Week, which features speakers, films, wheelchair obstacle course for nondisabled wheelers. This fund-raising event is a campus-wide experience where everyone participates—as a swimmer, lap counter, seller of T-shirts, etc.—we all get into the swim.

Students are always eager to show off their skills and had an opportunity to do so in the Spring of 1979 when Ramapo College hosted the Columbia Distinguished Lecture Series. Ramapo hosted the Art and Recreation Program in this most imaginative series. Guest speakers role modeled their expertise and students showed how they rode horses and trained seeing-eye dogs.

4. *SEARCH (Society for the Education and Assistance of Ramapo College Handicapped).* This is an old title which students really do not like, but they can never seem to find a new, more acceptable one. The organization is currently a student group which permits staff and faculty only by invitation. It is largely a social group but also acts as an advocate for the disabled student. Originally, the staff members did attend meetings, but we felt that students would profit by having their own student-activities-funded organization. It has had times of popularity and appeal, but there is always a group of disabled students who shun groups of other disabled students. Their personal adjustment and/or onset of disability is a big factor in their degree of comfort with other disabled people.

5. *Personal Counseling.* Counselors and the director counsel with students' personal adjustment problems. We work with

students on a one-to-one basis or in support groups. An issue which often emerges is sexuality and the disabled person. Ramapo was the host institution in the Spring of 1979 for a superb workshop, sponsored by the Columbia Distinguished Lecturer Series, regarding sexuality and the disabled. This excellent program featured disabled people discussing a sensitive issue with warmth and understanding. Attendance was excellent and so was the information.

The Lecturer Series is but one example of the many cooperative ventures that have been arranged by the Teachers College Project for Handicapped College Students. Through the years that the program has been in existence, this Project at Teachers College, Columbia University has supported Ramapo's efforts. The cooperative association with the Project has been responsible for the growth and development of college level services for physically disabled students throughout New Jersey. The mutual respect and support given through meetings, consultations and conferences devoted to the specific needs of disabled individuals has benefited the progress and education of disabled young adults in this area.

Ramapo's program has grown from 10 disabled students to over 60 in 1980. We currently have over 20 students in residence. Students seem most pleased with the part they play in determining their fate personally and as far as the office is concerned. They attend staff meetings, help select staff, run their club and help with the architectural decisions when new buildings come along. We look forward to expanding the program, extending attendant care and to getting the surrounding community more barrier-free. Since the campus is barrier-free, both architecturally and attitudinally, students are focusing their attention outward. They have developed a speakers bureau, joined advocate-oriented groups and are looking to expand community housing for disabled people. They are certainly on the move and will make their presence known.

The Challenge Of The Admissions Process

Marsha Riggs

Instead of using your disability as a liability in the college admissions process, make it your greatest asset! Use it as the basis for determining what makes you more qualified and more special than the other prospective college students. Don't immediately assume that a disability will hinder your chances of getting accepted to any college you choose, because in reality it can be the key to a successful college admissions process. It was for me and I hope that my experiences in this chapter will further inspire you (the prospective college student) to use your disability creatively during the college admissions process and give you confidence to apply to any college you desire.

The Importance of a Supportive High School Counselor

The first and one of the most important steps in a disbled student's college admissions process is the establishment of a relationship with your high school guidance counselor. Not only can your high school counselor advise you about the entire college admissions process, but he or she can be a supportive influence, providing you with the encouragement to apply to college. My high school counselor was extremely involved with each student applying to college, and did not view my disability resulting from cerebral palsy as a limiting factor in my college admissions process. She dealt with me in the same way that she guided other nondisabled students who were applying to college. It was her attitude that made me believe strongly that I was a capable and intelligent person and ought to proceed with the admissions process stressing my assets and my academic goals. Most importantly, she encouraged me not to feel in any way that my disability would limit my college choices and my chances for getting accepted. I urge all disabled prospective students to cultivate a relationship with their high school counselor and to discuss openly and honestly the entire college admissions process so that they can work out together any insecurities and problems that the disabled student may have. Utilize the knowledge and

guidance of your high school counselor to insure that your college admissions process is successful and that your assets are the basis for this acceptance.

Problems as a Disabled Person with Standardized Testing

One of the most difficult parts of a disabled student's admissions process is the taking of standardized tests required for college admission. It was not until I had familiarized myself more with this requirement that I encountered limitations as a disabled student. It was this part of the admissions process that I had the most difficulty mastering. Originally, like my fellow students in the senior class, I took the timed Scholastic Achievement Test. Since the score I received on this test was low, I retook the test. Again my score was low because I was unable to finish the test in the time allotted. I felt trapped. As my goal was to apply to a highly selective college, I was well aware of the importance of high SAT scores as a prerequisite for acceptance. And it was not until I glanced at the back of an SAT booklet that I noticed that the Educational Testing Service, located in Princeton, New Jersey, did offer the option of giving the test under untimed circumstances. This option was especially important because being disabled with cerebral palsy, my eye and hand coordination is slower and I felt very tense under the time limitations.

Unfortunately, the process of getting the Educational Testing Service to send a copy of this test was not only time-consuming, it was frustrating. Although my high school counselor had always been supportive and helpful, she was uncooperative in this case. Not only was she unfamiliar with the untimed option available to disabled students, she did not relish the idea of having to take her time to monitor me during the test. The process of administration of this SAT test involved completion of the computerized form, assurance that a high school counselor or an administrator would monitor me and prompt delivery of the completed test back to Princeton. Nevertheless, I highly advise all disabled prospective college students to consult their high school counselor to find out about specific options when taking this test.

Importance of High School Recommendations

High school recommendations are an important part of a disabled prospective college student's credentials. Another problem I encountered as a disabled student was the feeling of insecurity that my grades would not be high enough to get me accepted to a highly selective college. Although they were good, I felt that low SAT scores (this was before I learned about the untimed option) would not allow me the opportunity to get accepted into a highly selective school. Not until I explored the importance of personal high school recommendations as part of my entire college admissions picture

did I foresee the possibility of getting accepted into a highly selective college. High school recommendations written by a teacher or an administrative person provide one positive outlet for establishing a disabled student's strengths and capabilities. A good high school recommendation can often be one deciding factor in a disabled student's admission to a particular college. In asking for recommendations choose the teacher or administrator who knows you best and whom you feel will most clearly describe your assets and academic goals.

The "Personal Statement": Your Opportunity to Sell Yourself

Use the space on each college application entitled "personal statement" to express your own individual strengths and the qualities as a disabled person which you feel will set you apart from the other applicants. With help and support I confidently wrote to several highly selective colleges located in the northeast for applications. It is within the space allotted for a "personal statement" that I felt I could best and most fully express the reasons why I would be an asset to these colleges. I based my personal essay on the strength and the determination that cerebral palsy, my disability, had given my life. Instead of hiding the fact that I was born with cerebral palsy, I used its presence as the impetus for my academic and personal goals. I wanted to create the image in the mind of the admissions members of a gifted student who was determined to use her disability not as a liability, but as an aspect of her individuality which would enhance this particular college community. I strongly believe that the space allotted for the "personal statement" is one constructive outlet for any disabled prospective college student to describe his or her own special capabilities and is an important part of each applicant's total admissions picture. Don't sell yourself short because you are disabled. In your "personal statement" don't hesitate to discuss anything which you feel sets you apart from the other college applicants, and makes you very special.

A Personal Interview at the College Where You Applied is Essential

Although all colleges do not require a personal interview for acceptance, for the disabled prospective college student a personal interview is essential. Aside from the information a disabled prospective student fills out on the college admissions application, the SAT results, the high school transcript and high school recommendations, the personal interview at the chosen college can help both the disabled student and the admission's staff to get acquainted. In all my personal interviews I utilized the opportunity to verbalize my assets and capabilities and to display my ability to convince my interviewer of the reasons why I would be an asset to that particular college community. I did cite my disability as the reason why I had great determination and I was completely committed to achieving

my academic goals. By law, the interviewer is not permitted to ask a disabled prospective college student about his or her disability, but the personal interview does give the disabled prospective college student the opportunity to present himself or herself in a positive and competent light. Don't be intimidated by the interviewer, they want you to speak about yourself, your academic goals, and they want to hear why you would be an asset to the college. Be upfront about your disability and the interview will not only be more relaxed, but your openness about your disability will impress the interviewer and improve your chances of acceptance.

I was interviewed at five highly selective schools in the northeast. During my first interview, I was very pleased with the reception I received as a disabled student. The interviewer spent over an hour talking with me about the academic programs offered at this college, my chances of acceptance and the effect that cerebral palsy had on my life and my academic goals. This interviewer was quite explicit about the college's record of accepting qualified disabled women. Although I was not told about any office or group which catered to the needs of the disabled, I was made to feel comfortable about my disability and assured that accommodations would be made if I was accepted at this college. Also, I felt that I was sincerely being considered for my academic performance and not being politely interviewed as a matter of campus policy.

The outcome of my second interview was drastically different. At this college my interview was routine and impersonal. Although I stressed my individuality and my disability as an asset, I felt like a number. I strongly suspect that my interview was not any different from the prospective student's who came before me. My interviewer did not even have the courtesy to call me by name during the interview and he seemed utterly bored by the entire process. Because of these factors, I am unable to determine whether my disability had any effect on the interview itself. Clearly, this particular personal interview did not work to my advantage. This reception dissuaded me completely from wanting to study there. Unfortunately, this interview experience confirms the fears that many disabled prospective college students have involving this aspect of the admissions process. Although the frustration of not being able to distinguish yourself positively in the personal interview and being judged on only your SAT scores, high school transcript and recommendations, is a reality for disabled students, this is not the norm. Many colleges today are recognizing the right of disabled students to explore their intellectual capabilities and to achieve their goals. And these colleges are realizing that just because an individual has a diability, that does not mean that he or she is any less qualified and capable of performing well in either a highly selective college or a nonhighly selective college. Remember, you the disabled student has overcome a lot to become qualified as

a prospective college student. Don't give up! You can achieve your goal!

My final interview took place at Barnard College in New York, where I am presently a student. This interview was my most positive and the most successful one. Luckily, I was personally interviewed by the director of admissions and therefore I was especially interested in stressing my qualifications and the important role that my disability played in shaping my academic goals. She spent more than enough time discussing my academic goals, the programs given at Barnard, and I was given an opportunity to fully distinguish myself as a disabled student. Not only was I not made to feel like a number, but I was really made to feel that I had a good chance of joining the Barnard and Columbia community.

When Applying, Investigate Whether the College has an Office or Support Group for the Disabled

When you apply to a particular college, investigate whether the college has an office or a support group that aids the disabled. As a disabled student you have the right to take advantage of any provisions that will help to make your college experience comfortable and enjoyable. Barnard College has such an office. Although I was not made aware of Barnard's Office to Meet the Needs of the Disabled during my interview, I became involved with this office shortly after my acceptance. Unfortunately, the other colleges where I interviewed did not have an office or a support group, but with the rise of disabled student college acceptances more and more colleges are forming offices or support groups to help the disabled. Barnard's Office to Meet the Needs of the Disabled has a unique and supportive relationship with the Admissions Office. When a disabled prospective college student has finished her interview in the Admissions Office, she speaks with the director and the advisor to disabled students. Here the disabled student has the opportunity to speak freely about her interview, her problems as a disabled student, the degree requirements at Barnard or anything else that will make her acquaintance with Barnard more comfortable. If you utilize the support group or office in a particular college, the acquaintance with that college will be productive and positive.

If you the disabled prospective college student begin the college admissions process with the belief that you can get into the college of your choice, you are halfway there. So much has to do with your attitude! The attitude that you have about yourself is the attitude that the people you come in contact with during the admissions process will assume. Look how much you've had to overcome to get where you are today! Just apply the steps I've discussed with proper guidance, asserting a positive self-image and you will definitely reach your goal!

Campus Committee For The Handicapped

Brian McCartney

Seven years ago the federal government dealt with the issue of discrimination and the handicapped by passing the Rehabilitation Act. Four years later, the Department of Health, Education and Welfare implemented Section 504 of this act, which in essence indicated that "no qualified handicapped person shall, because of the University's facilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity operated by the University."

As a result of these actions, many constructive changes have occurred and are continuing to occur on college campuses. These constructive changes are of great benefit not only to the handicapped but also to the general community. The curb cuts, ramps, flashing lights, and braille markings assist the handicapped as well as those individuals who may be temporarily incapacitated by injury or those individuals who are elderly.

While these physical changes do provide numerous benefits, they serve also to educate the general public in the needs of the handicapped. The public begins to see that the handicapped do not necessarily fit into the stereotyped mold in which they have been cast and that they are capable of much more.

Though not expected to make each of its existing facilities or every part of its facility accessible to and usable by handicapped individuals, universities were expected to redesign equipment, reassign classes and/or other services to accessible buildings, assign aides to beneficiaries, home visits, delivery of health, welfare or other social services at alternate accessible sites and construct new facilities in conformance with the requirements of Section 84.23 of the Rehabilitation Act. To comply with this legislation, a time line was created to guide colleges in making the necessary changes. Universities had sixty days to make their program accessible to handicapped individuals and were expected to make the necessary structural changes within three years of the passing of this legislation. Where structural plans were necessary, universities were to

develop a transition plan setting up the necessary steps for such changes. The plan was to be carried out with the assistance of handicapped persons or organizations representing handicapped persons and be available for public inspection. This plan was to list any physical obstacles in the university's facilities, describe the methods to be used to make the facilities accessible, specify the schedule for these steps and indicate the person responsible for implementing the plan.

Teachers College, Columbia University began working on making its facilities accessible long before any legislation was passed, thanks to the input of its Special Education Department and to the sensitivity of a former architect. The dormitory which was renovated in 1974 had special suites for the handicapped and Thorndike Hall, which was built in 1973, had accessible restrooms with flashing alarm lights, automatic sliding doors and guard rails throughout.

Then in 1977 after Section 504 was passed, the Associate Dean of Students, Sloan Wayland was designated as the person responsible for implementing it. While renovations on the existing structures continued, Dean Wayland assisted various individuals who were handicapped and temporarily handicapped as he had done in the past. Then he established a committee on the handicapped consisting of individuals from different departments of the college. These included individuals from the buildings and grounds department, the security department, the library, special education faculty and handicapped students. Several individuals from the Project for Handicapped College Students also joined this committee as the Project was not only housed on the campus but also had some of its staff registered as students. This committee met several times during the 1977-1978 academic year but did not accomplish a great deal as they were unable to implement what was discussed and decided on in the meetings regarding policies and the handicapped on campus. More handicapped students were registering and more services were sought. Dean Wayland and the committee began to actively look for an individual to coordinate this committee and to establish an office for the handicapped on campus. In November of 1978 he met with Brian McCartney, a doctoral candidate in the Special Education Department, and asked if he would take this position. Brian accepted and indicated that he would need a great deal of assistance and cooperation to carry out all that needed to be done. Dean Wayland and Brian agreed that this would be a part-time position averaging fifteen hours a week and since Brian was a full-time student, funds would come from the work-study program.

Fortunately for Teachers College and for Brian, the Project for Handicapped College Students was housed on the campus, so Brian was able to meet with Karen Luxton, Coordinator of Student Ser-

vices, and Rick Mahler, Coordinator of Technical Services, on numerous occasions and seek answers to many of his questions. In addition, the Project provided a variety of services to various handicapped students on campus until Brian was organized and ready to assume these responsibilities.

Brian began his position by reviewing the Rehabilitation Act and Section 504 and by reading whatever materials he could find on the handicapped and their rights, which included such books as *The Hidden Minority* by Sonny Kleinfield and *Handicapping America* by Frank Bowe as well as such publications as *The Exchange* and the *American Association for Higher Education.* Then he met with several of the committee members from the previous academic year to introduce himself and, more importantly, to see what was covered in the past and what was needed, in their opinion, to be covered in the near future. Unfortunately, there were no minutes from any of the meetings so Brian had to make it a point of taking minutes of the meetings in order that a record was kept.

The first meeting of the committee on the handicapped was held in February 1979. It included Dean Wayland, Brian McCartney, several professors from the Department of Special Education, a representative from the buildings and grounds department, several handicapped students and two representatives from the Project. The main topic for discussion was the status of the renovations which included a new ramp, several accessible restrooms, and lowered telephones. One student indicated that one of the existing ramps to the building of one of her classes was too steep and she was unable to get up it without assistance. The committee agreed that her class should be relocated to a room in a building which she could get into on her own. This was followed by a discussion on the problems wheelchair students had in gaining access to the library on weekends. Since the main entrance of the college was the only one opened on weekends, students in wheelchairs were required to go through Whittier Hall and travel through several tunnels before gaining access to the elevators that would take them to the library. The committee felt that a more suitable entrance should be found and it was suggested that wheelchair students be permitted to gain access to the library via Thorndike Hall by calling security and having a guard unlock the door. This matter was not resolved as no one really knew the schedule of the security guards and whether or not they could do this.

The meeting then focused on the subject of the academic adjustments section of Section 504, which stated that the college was responsible for providing equipment for handicapped students. The question arose as to where the committee could obtain such equipment if it did not already have it or if it did not have the funds to purchase it. Karen Luxton indicated that the committee had many resources to tap and that it could probably lease much of

what it needed from the state whenever the need arose. She volunteered to be the resource person to see what equipment the committee could acquire through the state. Then one student asked if the college could absorb some of the costs of xeroxing articles and materials on reserve in the library as students who were blind, for example, needed to take copies of the reading material with them to be read by their readers. The dean thought a special fund could be established whereby these students could have a certain amount of xeroxing done in the library each semester.

Before the meeting came to an end, the question of fire drills and who was required to participate in them came up. It was pointed out that elevators were shut down during fire drills and that it would be difficult for various handicapped individuals to evacuate the building. Consequently, handicapped individuals were not required to participate in fire drills. One deaf student pointed out, however, that he slept through a fire in the dormitory because he did not hear the alarm and no one alerted him about the fire. The committee members then agreed that this matter needed to be explored immediately and that everyone should participate in fire drills. The meeting was forced to come to an end as it lasted over three hours and most of the members had other commitments.

This first meeting was extremely valuable in several ways. First, it showed that there were concerned individuals on the campus who wanted to assist the handicapped in whatever way possible but who did not necessarily know how. Second, it showed that there were numerous issues to be dealt with and that input was needed from various people to formulate policies and to carry them out. Third, it showed that more departments of the college needed to be represented to facilitate cooperation. The next meeting was scheduled for two weeks later and since the architect was going to be on campus, the committee agreed to meet with him to review the plans for the renovations on the library which were scheduled to be completed over the next three years.

At the following meeting the architect came along with representatives from the library to review the renovations of the library and to see if the committee had any thoughts and/or ideas regarding those renovations. The architect indicated that he had worked on such items as larger elevators, wider aisles, wider doorways, accessible restrooms and a direct accessible entrance into the building itself. Then the questions from the committee poured out from left and right. Were the braille markings permanently glued in the new elevators? How could the blind students feel which floor they were on and how could they tell if the elevator was going up or down? Were the shelves too high for those individuals who could not reach them? Were teletypewriters going to be installed for the deaf? Would there be special rooms for the handicapped where, for example, the blind could have their readers read their materials to

them? Would there be carpeting in the library to soundproof it? Would the card catalogue system be revised in such a way that it would be accessible to everyone? The library representatives and the architect answered most of the questions to the best of their abilities and indicated that additional funds would be necessary to provide such items as the teletypewriter and the like. With those items they were unable to respond to, they indicated that they would do their best to find answers and welcomed any further suggestions and comments from the committee. In the meantime they assured the committee members that they would keep them posted with the progress and/or any changes to be considered and encouraged everyone to voice questions and concerns whenever they came up.

This particular meeting proved to be quite valuable as it showed the concerns of individuals not directly involved with the handicapped as well as the concerns of those directly involved. Fortunately for Teachers College, everyone involved had a genuine interest and concern in assisting the handicapped and much progress was made. The committee agreed that it was a productive meeting and since matters were under control, the members wished to return to the issue of fire drills at the next meeting.

Two weeks later the committee met and it was obvious that it had grown in size. Besides Dean Wayland, Brian, the professors from the Special Education Department, representatives from the Project, and the representatives from the buildings and grounds department, two representatives from the residence halls, a representative from the security department and a representative from the library attended along with three more handicapped students. The fire drill procedures were discussed by the security department and buildings and grounds department representatives. They indicated that there was a minimum of one fire drill per semester and according to fire department regulations, the college was required to shut down all of its elevators and have everyone evacuate the buildings as quickly as possible. The problem was put forth—how were they to assist the handicapped in evacuating? Some suggested that those requiring assistance should call security and be bodily removed from the building. Others suggested that certain individuals throughout the college be trained to bodily move those people needing assistance. Then the question arose concerning hearing impaired individuals—what could be done for them since they may not hear the gongs go off or see the flashing lights which were only located in certain parts of the buildings?

Before any of the concerns could be dealt with, someone brought up the subject of a buddy system and asked if this would be the best system for the handicapped in the residence halls. The committee members would be responsible for locating volunteers in the residence halls to serve as buddies to handicapped students. These

volunteers would only then be on hand during fire drills to assist the handicapped students in evacuating the building. This idea met with the approval of the committee and several members agreed to attend a residence hall meeting and draft volunteers.

As the meeting drew to a close, one professor reminded the committee members that it was their job to do everything possible to assist the handicapped students but that it was also and primarily the responsibility of the handicapped students to help themselves. The committee's job was to be there to provide services when assistance was sought. This jolted the committee and everyone agreed to give this matter some thought before the next meeting.

Brian and several of the committee members attended a residence hall meeting the following week to seek out volunteers for the proposed buddy system. So that no one would be put on the spot, a description of the buddy system was given and interested volunteers were asked to contact the committee through the office for the handicapped. Much to everyone's dismay, no one volunteered.

Three weeks later at the committee's April meeting, this matter was discussed. After some debate, it was decided that each handicapped student would be responsible for finding his/her own buddy and that the committee would provide assistance when asked. Then the representative from the security department indicated that security guards could check out the location of any fire on campus because of the smoke detectors and quickly check to see if anyone was in the area who needed assistance in evacuating the building. This resolved, the committee then examined the meeting's main topic—what should be included in the proposed Teachers College handbook for handicapped students? Several members thought it best to list the various handicapping conditions and the services Teachers College could offer each. One handicapped student pointed out that we would be stereotyping if we accepted that format, as no two normal individuals were alike and neither were two handicapped individuals alike, even if they shared a similar handicap. This established, the committee members set out to list all of the items they felt would be of interest to the handicapped students. This list included floor plans displaying accessible water fountains, telephones and restrooms, registration procedures for those unable to walk through registration, parking permits for the special parking lot, special services at the library and cafeteria, and suites for the handicapped in the residence halls.

One student asked if a listing of all the accessible stores, restaurants, and offices in the Teachers College area could be included. While everyone agreed that this was an excellent idea, it was decided to hold off on this and concentrate on the handbook on the college's services first. A professor asked if a section could be included for the faculty to recognize various handicaps and respond to them accordingly. This idea was not favorably received as

everyone thought it was just more material to read. It was suggested that some individuals attend a faculty meeting, do a small presentation on handicaps and answer any questions. In the meantime, several committee members agreed to begin work on the handbook and share what they had at the next meeting. It was agreed to examine Section 503 of the Rehabilitation Act to see if the college was in compliance with it by hiring the handicapped.

During the following two weeks Brian met with several of the committee members to review the format of the handbook. After much deliberation, it was decided to follow a similar format found in the Teachers College Bulletin. The different services of the college were to be highlighted followed by two ore more paragraphs describing how these services were made available to meet the needs of the handicapped. The services described were the registration procedures, making purchases at the college bookstore, directions to the health services and instructions on gaining admittance since it was on the second floor of a building on Columbia University's campus, calling security in times of need, parking in a special parking lot, living in the special suites in the residence halls, using the special services at the library, getting assistance in the cafeteria and using the floor plans to gain access to various classrooms. The handbook also was to include a description of the office for the handicapped along with its location and hours and an invitation to drop in.

At the next meeting this format was shared with the members of the committee for their input. It was suggested that the wording of each section be checked out with the individuals responsible for these services in order that they may add or delete words. It was also suggested that a list of frequently used telephones as well as a table of contents be included. All this considered, the handbook format won approval from the committee. The committee then moved on to the subject of Section 503 and Teachers College's compliance with it. A committee member had met with the head of the personnel office and found her to be very much on top of this issue. She indicated that whenever there was a position at the college, notices were mailed out to numerous agencies, including those throughout the city serving the handicapped. She also pointed out that there were a number of handicapped individuals employed at the college and that the college was most definitely in compliance with Section 503. Her main concern was the application form and how to use it to identify various handicaps and offer assistance where necessary without discriminating. The committee reviewed the application form and decided to enter an optional question dealing with the identification of a handicap and thought it best to supplement this question with a line at the bottom of the application. This line was to indicate the college's desire not to discriminate and to assist handicapped people in whatever way

possible. The committee agreed that this was to be done in the best interest of the college and recommended that the college administration review the proposed changes in the application form before printing up new ones.

The committee voted to have its next meeting before graduation to settle any matters before the summer session began, as various members would either be graduating or on vacation. At this meeting those members responsible for the handbook indicated that they did not have the time to complete it and assured the committee that they would complete it during the summer so that it would be ready for distribution in the fall. Several other items on the agenda were brought up. The first was the possibility of having a house phone installed outside of the Thorndike Hall entrance so that people could call security from outside. The coordinator of the buildings and grounds department was consulted and he agreed to have this installed shortly. The second item on the agenda was the xeroxing services in the library. To date twenty handicapped students had taken advantage of this service and there were no restrictions of any kind placed on the service. It was decided then to have the students register with the office for the handicapped and be limited to twenty dollars of xeroxing per semester. This would help prevent budget problems in the future and it would also introduce handicapped students to the Office for the Handicapped if they did not already know about it. Brian and another committee member met with the head of the purchasing office to see if there was the possibility of having IBM or Xerox donate paper to the college for the exclusive use of the handicapped students. This avenue was explored but without any success.

The last item on the agenda was the location of the Office for the Handicapped. To date, anyone seeking assistance was to report to the special education department and the secretary would locate Brian, who would assist them. There was a growing need for an office and much debate followed concerning its location. Most members of the committee felt it should be located next to or close by the student activities office in Dodge Hall. Several others felt it should be in Main Hall among the administrative offices. Dean Wayland checked out these locations with the room assignments coordinator and found nothing available. The only location which had an office available was the first floor of Thorndike Hall. While this did not go over with much enthusiasm because of its isolation from the other offices, the committee did agree that it was readily accessible to all. This decided, an order for a phone to be installed in the new office was put through and a small office-opening party followed.

A June meeting was held with only four committee members present. Despite the small turnout, a variety of items needed attention. First, there was the issue of a deaf student requesting a sign

language interpreter for one of her classes. Since the Office for the Handicapped had no funds, the committee was at a loss as to how to assist this individual. The question arose concerning this student's genuine need for an interpreter and two committee members indicated that they knew her personally and knew her need was genuine. After some thought and investigation, it was discovered that a fellow student in this student's class knew sign language, so arrangements were made for this student to act as an interpreter. Funds from the work-study program were used to pay this student for her services. Second, there was the issue of a blind student who was in need of some additional funds to pay for numerous readers and two tutors in statistics. She already had money coming in from the state and she had taken out her limit in college loans, so she really needed assistance. Again there was the problem of the Office for the Handicapped having no funds at its disposal. One committee member asked what the procedure was for a regular student needing financial assistance. The dean indicated that he/she would go to the director of student aid and see what could be done. The blind student went to the director of student aid as everyone else would do, and though she did not get all that she needed, she did get some financial assistance. Third, there was the issue of the house telephone installed outside of Thorndike Hall. It was installed and, to date, was in perfect working order. It even had an amplifier on it for the hearing impaired. Then there was the issue of the handbook—at that point all of the floor plans had just been completed and what remained to be completed was the typing of the services. It was hoped that this would be completed within the next week so that the printer would have ample time to put it together by the beginning of the fall term.

The summer term breezed by quickly with the committee members meeting on a one-to-one basis, handling the concerns of the Office for the Handicapped on an individual basis. The handbook was finally printed and ready for distribution. It was decided to leave copies of the handbook with individuals at key campus locations which included the student activities office, the Main Hall information desk, the dean's office, the registrar's office and the residence hall office.

It was not until October that the committee met again. The agenda included an update of all the students who had requested assistance of some sort through the Office for the Handicapped. At that time twenty-five students requested services of some sort through the office, ranging from parking permits in the Thorndike parking lot to reading services for the blind. Since there were still no funds available to the Office for the Handicapped, the committee had to rely on volunteer readers for the blind. The Jewish Guild and the Lighthouse for the Blind both agreed to provide assistance whenever they could, but there were several blind students who

were unable to travel to these agencies, so a request was placed in the Teachers College advocate for volunteer readers on campus. Only one volunteer signed up as a result of the ad and his services were quickly used.

Since the Office for the Handicapped had no budget to speak of, the committee wondered if it could put together a fund-raising event to raise funds for services. It was hoped that these funds could be used to purchase a teletypewriter for the deaf and a braille computer terminal for the blind as well as to provide services to various students when requested. A lengthy debate followed on the worth of fund-raising events. Some committee members felt this would not only get funds, but it would also create more of an awareness of the handicapped on campus. Others felt it involved too much time and yielded few dollars. It was then recommended that someone look into grant writing since they involved fewer people and usually yielded more money.

The meeting moved on to the subject of policies toward the handicapped and their effect on the suites for the handicapped in the residence halls. Several members were of the impression that the rooms in the suites were left vacant until handicapped students requested them. The head of the residence halls said that this was not the case at all—on the contrary, the rooms were given to the next individuals on the waiting list, be they handicapped or not. If a handicapped person came along later and needed a room in the handicapped suite, the nonhandicapped person would be "bumped" into the next available room in the dormitory. He emphasized that the handicapped person may have to wait until a room became available for the nonhandicapped person. Everyone on the committee agreed that this policy was fair.

Good news came from the library—the xeroxing costs were lowered so that instead of paying ten cents per page, students were asked to pay five cents per page. This meant handicapped students could xerox twice as many pages as before. Some twenty-five students were using the service and none had exceeded the twenty dollar limit. Someone asked what happened if someone did exceed their limit—there was no response to this and finally the dean indicated that we would cross that bridge when we got to it.

The next meeting was held in December with a small turnout. The committee began by reviewing the publicity for the Office for the Handicapped and seeing how it could be improved for January's registration. Suggestions included putting up new posters on the various bulletin boards throughout the college, sending copies of the handbook along with cover letters to the heads of all the departments in the college so that more people would be aware of the services available and placing small ads in the Teachers College Advocate. Then the committee talked about a handbook on all accessible restaurants, shops and offices in the Teachers College

area. It would have a similar format to *Access New York*, a book put out by the Institute of Rehabilitation Medicine which lists all of the accessible facilities in the east midtown area of Manhattan. Everyone was asked to give this project some thought and bring their ideas to the next meeting. An announcement was made about the Lighthouse Career Incentive Award and it was decided to send notices of this to all the visually impaired students on campus. The head of the security department announced that she had attended a meeting of several colleges and found out that many handicapped students on other college campuses were being mugged. She indicated that measures were being taken to be sure this would not happen on Teachers College's campus. The meeting came to an end with an agreement to meet after the January registration.

The Teachers College Committee on the Handicapped has come a long way since its beginnings. It has covered much ground and faced a variety of concerns. The committee's primary objective was and still is to assist the handicapped college student in whatever way possible during his or her stay at Teachers College.

Such Stuff As Dreams Are Made On: College Education By Phone

Maureen Ann Nolan

What has a desk full of apples (traditionally), consumes huge quantities of chalk, is fond of asking unanswerable questions, and occasionally trips over microphone cords? If you guessed "teacher" from the first three clues but the last one threw you off, don't give up—you were right to begin with. Fact is, these "educational creatures" do exist, and you can find them teaching homebound students over the telephone at places like Queensborough Community and Barnard colleges, the two schools where such "telephonic education" enabled me to earn my A.A. in 1977, and to graduate *summa cum laude* with a B.A. in English in January of 1979.

When I entered Queensborough in the fall of 1974, at the age of eighteen, I was no stranger to education by electronic media. I had contracted rheumatoid arthritis at six, and from the third grade on had received most of my education from public home instruction teachers, but throughout high school I had also utilized the New York City Board of Education's "High School of the Air" radio classes, and in my junior and senior years I had participated in its "teleclasses" as well. The latter made use of a special telephone console which was housed in Brooklyn Technical High School, and was capable of connecting a teacher at the school with homebound students from all five boroughs to create one big, chatty, verbal classroom.

Looking back on teleclass from an eight-year distance, it strikes me that age and education ought to dictate that I talk now in terms of socialization, of the psychological isolation felt by the homebound child, and the vital importance of bringing homebound children into contact with their peers. But time and the honing of the mind have taught me instead that these and similar phrases are sorry attempts at personal, singular truths, convenient jargon applied by stereotyping minds to seemingly typical experiences. Perhaps it is inevitable that the disabled, like other "minorities" before them, should have their private lives exposed to public

microscopes, and that social scientists, in a parody of their natural counterparts, should sometimes have a tendency to frame false generalities and call them laws. For me, the only solution is to see when the lens is cracked and refuse to look through it; to be aware of the distortion produced when the truth is made to fit the definition molded to the truth; to remember that patterns of language can often falsify a "real" experience. To tell the "truth," the disabled must talk in terms of their own choosing.

In my own terms, then, teleclass was both an "old" and "new" experience, familiar because it recalled the public school and hospital classes where I had completed first and second grades, and novel because it provided a contrast to the one-on-one instruction that I received from tutors and because it introduced me to the concept of telephonic education. I had become accustomed to the telephone as a medium of communication; it had taken the place of buses and subways, for I had been largely dependent on it as a means of making contact with others. Teleclass taught me its use as an educational tool.

My home classes remained the staple of my education; they were the classes on which I was graded and in which I received the bulk of my instruction, including the preparation for Regents exams. If pressed today, I would have to admit that I believed at the time and still do believe that private tutoring is the best of all possible educational forms, and that I was getting quite simply a better education than the typical student in the classroom. Though I was "in school" an average of seven hours a week as compared to the regular student's twenty-five, every minute of the seven was mine and I had sole access to the teacher. At the same time, more was expected of me: since I was the only student in the class, I had to have all the answers. I couldn't hide in the back of the "classroom," and there were no extra chairs between me and the teacher. It was honest, bare-faced education, and less a question of spoiling an ego than one of nurturing a spirit. I had begun school at six in a group setting; I was shortly to experience that setting again; I had no problem readjusting; but to this day I am more relaxed in conference than in classroom, can deal with teachers more easily one-to-one and am a little less awed and a little more capable of "identifying with" instructors than some students I have known.

What I saw in teleclass, then, was not a substitute for home instruction or an improvement on it, but a complement to it. I can't say teleclass filled a gap, for I had felt none; rather, it was a positive without a prior negative, enrichment without previous deprivation. In adolescent terms, it was fun. I became reacquainted with group dynamics; I enjoyed the give-and-take of opinions; I "met" people of my own age, and I made friends with some of them. The latter, "social" aspect, though important, was not as crucial in my case as it might have been in others. If I lived in a

mostly adult world, it was also true that I had been an "old" child at four, two years before any hint of illness, and true as well that I had cousins, knew friends' children, and had two siblings to fight with. In retrospect, what finally was most crucial about teleclass was this: to participate with grace and respect in a dialogue wherein there were no lips or expressive eyes to let one know when someone was about to begin or end his comment demanded not merely patience but the ability to discriminate tone, to identify the silence treading just behind a group of words—the ability, in effect, to hear clearly. Each class became an exercise in concentrated listening, in opening one's mind to the mind of another. Only by hearing clearly could one hope to respond clearly; only by listening could one hope to reply to one's fellow appropriately, without intrusion and without interruption. And only by listening, of course, can one ever hope to respond at all to another individual, to respond with language and so bridge in the only way possible the infinite distance between one human soul and another. It is a skill my teachers demonstrated in their language and a skill that I still work to acquire; teleclass allowed me to make a beginning.

I took three teleclasses a term, and got something unique from each: in Dorothy Horowitz's English class, I learned that first, basic step of literary alchemy, how to paraphrase a piece of writing; in Abe Gershowitz's Spanish, I learned to sound a little less like someone who really didn't know her "asi" from her "ella"; from students I learned how to pick out Adam and Eve in a roomful of naked people (they'd be the only ones without navels); and in Aurora Roberts's guidance class, I learned something about the potential for change in our society, the power of the individual, and the necessity for taking the future into one's own hands.

In this guidance class, during my junior year in high school, Mrs. Roberts encouraged us to see college education by phone as a viable possibility. I had already been presented with the idea by an ex-member of the administration at Long Island University, who was trying—unsuccessfully—to generate support for a homebound program within the City University, and who practically recruited me for a program which was never to exist. At this time, LIU was one of two schools in New York that had such an educational program, and had been operating for some time with a small group of students. Since it was a private institution, LIU had apparently undertaken homebound education on its own initiative; we gave them credit for it, but we also knew that their program was too expensive for the average student. Besides tuition, the cost of a student's phone equipment had also to be absorbed by the student himself or his "backers." For students who were funded by the Office of Vocational Rehabilitation, the expense might have been less of an obstruction, but for students who were not, in most cases it must have been prohibitive. LIU was obviously a wonderful alter-

native for a number of people, but for the majority, it certainly was not the best solution. We felt that our rights should be recognized by the university as a whole, and that our rights to a full degree could only be recognized by the establishment of a four-year course of homebound education. We asked no more than was our due as the university itself defined it.

There followed an academic year in which Mrs. Roberts and the class waged as massive a media campaign as we could, a campaign whose object was to convince the CUNY higher-ups that it was time for them to make a college education available to the homebound. We circulated petitions; wrote dozens of letters to Chancellor Kibbee and numerous other state and city officials; had letters to the editor printed in the *Daily News,* the *New York Post,* and the *New York Times;* did interviews on talk shows over WBAI and WMCA; and even had the opportunity to air our goals on television when a classmate and I were filmed by a Channel Four news crew for a report that commemorated the twenty-fifth anniversary of the "High School of the Air." For us as teenagers, those were exciting times, times when we thought that we could generate change and accomplish a worthwhile objective, that we in our own small way could create a little consciousness of the needs and rights of the disabled in general, and the homebound in particular. And we did —or seemed to have done so. Our campaign ended in the conviction that the City University would finally take steps to achieve what we considered a vital educational reform. Our hopes were not pie-in-the-sky ones: replies to our letters had led us to believe that such measures were imminent, and even more importantly, administrators of the CUNY Baccalaureate Program were trying to determine whether or not they were capable of running a homebound program under their own aegis. To this date, however, Queensborough's External Education Program is supported by funds from non-City University sources, and CUNY itself has failed to institute a homebound program of any kind, let alone one that would lead to a baccalaureate degree. Queensborough graduates who want to continue their college education but must remain at home still have LIU as their only definite alternative, because CUNY has failed to meet its obligations. For a university to pay lip service to someone else's philosophy is understandable; for a university to pay lip service to its own policies is ludicrous.

Meanwhile, Aurora Roberts helped me to wage my own campaign. I had never at any point in my life crawled off into a quiet corner to tussle with my conscience and make a deliberate decision about the fates and my future; I suppose few people do. College wasn't a question I debated, it was a fact that I assumed. As I neared the end of my high school days, my only problem was: Where? My personal goal was to attend Queens College. By telephone. It was a reasonable goal, I thought, both because I had

good enough grades to be accepted to Queens, and because I had learned that some years before, an English major named Susan Markowitz had in fact "attended" Queens by phone, graduated *summa cum laude,* and gone on to "attend" Columbia's Graduate School of Arts and Sciences in the same fashion. Accordingly, I filed a CUNY application, and, with Mrs. Roberts's advice, listed Queens as my only choice of City University schools. I was aiming for a bachelor's degree and I was determined to be admitted to a senior college. My hopes were based on the notion that once Queens had accepted me academically, its administrators might let me take advantage of that acceptance by admitting me as a telephone student. They had done it before with Susan; they might do it again with me.

While we waited for the application to be processed, we communicated with Queens directly: Mrs. Roberts contacted the college's dean of admissions; I sent letters to the dean and to the president; State Senator Frank Padavan wrote to the school in my behalf, and so did William Caulfield, then director of the "High School of the Air" and a former radio teacher of mine. Their efforts persuaded Queens to undertake a study which would determine whether or not it was feasible for them to handle another homebound student. Sometime later, they sent me a copy of their completed report. They had come to the conclusion that it was impossible to admit me, for various reasons, prominent among which were the following: the tendency of teachers to lose or forget the keys to cabinets which had housed Susan's phone equipment; the terrible inconvenience of having to send someone for the duplicate key when such dire emergencies arose; and, most important of all, what they saw as the need to hire one extra staff member (and pay out one extra salary) to deal with the havoc and Byzantine complications inherent in dealing with one single phone student, me. Alas, Queens was never to be my *alma mater;* I had been refused admission even before I received the small, white, CUNY post card sent to inform me that my application had been processed and I had been assigned to Queens, my first, my only choice. I tucked it away in my scrapbook as a memento of what might have been. Shortly afterwards, I received a form letter from Queens which invited me to join their honors program when I enrolled in the fall. I tucked that away as well, and turned my sights towards Queensborough.

It was with some relief, then, that I applied to Queensborough's External Education Program for the Homebound. Though I had already become a Vocational Rehabilitation client, I had put aside LIU as a possibility for reasons which were perhaps more emotional than intellectual: I had focused so much attention on CUNY that I barely considered other schools; I liked the idea of public education; I had been told that majoring in English wasn't a very

practical, job-worthy thing to do, I had yet to encounter college. I remember the tenth-year teacher who told me I wan't "college material." I knew I would feel more comfortable in an inexpensive school. Moreover, LIU was in Brooklyn, to my mind the end of the world, while Queensborough, with its bookstore or library, was three miles from my home. Finally, on the serious side, I had heard some slightly negative comments about the quality of LIU's system, about the efficacy of its equipment and the shaky status of the entire program; I had heard nothing negative about Queensborough. If I was after more than an A.A., I was also confident that within two years there would be a homebound program in a senior CUNY college to which I could transfer. With that hope in mind, I applied to Queensborough, was accepted, and enrolled in the fall of 1974. For the next two years, at least, my future was secure.

Queensborough's External Education Program had been started on a trial basis in the spring of 1973. Nine homebound students were enrolled in twelve evening courses, with a handful of faculty participating; costs were met with a $1500 grant from the evening student government. By the spring 1974 term, enrollment had increased to twenty-eight students taking a total of fifty-five courses, and faculty participation had grown. Today, the program services seventy students, has just completed an academic year in which it handled over five hundred course sections, and boasts a faculty pool of one hundred and seventy, representing a third of the college's entire teaching staff. Classes are given in various career curricula, the liberal arts, continuing education, and, for the first time this year, in the college's high school equivalency program. Additional features make the experience an effective one: regular use is made of special equipment, including videotape systems and computers; each student is assigned to one of the program's two counselors and works with that counselor on a regular basis; and tutoring, done in the student's home, is provided when necessary. At the moment, the program's operating expenses are being met primarily with grants from the U.S. Office of Education; New York State makes some monies available for purely vocational purposes; and the college supplies supportive facilities. In the past, minimal donations have come from private sources.

What the facts and figures don't reveal about the program is its end product: as of June 1980, Queensborough has graduated sixteen people through its telephone system.

There are an estimated one hundred thousand homebound individuals in the New York area. For each one of these, Queensborough represents accessible education because tuition is relatively inexpensive and, for students up to a certain income level, will usually be covered by grants from the New York State Tuition Assistance Program. Add to this the fact that the program itself

pays the cost of phone calls and phone equipment, and the difference between Queensborough and LIU becomes apparent: the Queensborough homebound student need not be a Vocational Rehabilitation client, nor need he be independently wealthy; this is an education within everyone's reach. It is for this reason that people who speak about Queensborough's program talk in terms of the tremendous strides the college has made in the education of the disabled and its place as a pioneer in the field, for until very recently, few schools have had either the conscience or the consciousness to voluntarily adapt their campuses to the "mobile" disabled, let alone recognize the needs of the homebound.

I have frequently been asked about the details by people who have found the whole technological concept of telephonic education astounding in its own right and who have needed descriptions of the system in order to grasp its nature. Briefly, here it is:

Unlike Long Island University, which has up to now employed specially laid communications lines and intercomlike equipment—their unit is formally called the "Executone." During my stay at the school, Queensborough utilized regular telephone lines and portable conference telephones rented from Ma Bell. Imagine if you will a rectangular component, somewhat smaller, flatter, and more compact than a portable typewriter, which combines a standard phone receiver and dial with an amplifier for the homebound student's voice and a pair of detachable microphones, one of which was hung on a lavaliere around the teacher's neck or placed in a convenient position nearby. Sometime after I graduated, the program replaced these sets with a similar kind of unit which was able to be purchased outright and which substitutes a standing, "speaker phone" attachment for the external mikes; the new units have the added advantage of being able to connect more than one homebound student to any single class. Both models run on electricity. As of this date, forty-five classrooms on the campus have been outfitted with telephone jacks, and the phones themselves are kept in cabinets in each room where classes with homebound students are scheduled to be held during any particular term. They are, of course, taken out and set up just before a class.

When I finally got to watch from the classroom end, I discovered that setting up the phone could strike one as either quite simple or almost too complicated, depending on three basic traits: mechanical ability, the refusal to be intimidated by Ma Bell's masterminds, and a fervent desire to beat the gods of technology at their own game. In theory, one had only to plug one cord into the wall jack, plug a second cord into an electrical outlet, connect the microphones, switch the set on, and dial. Once the student answered, buttons were pressed to activate the microphones and the receiver was replaced in its cradle; the latter was a signal for the amplification system to take over, and when it did, the student

could hear the class and be heard himself. The loudness of his voice could be adjusted with a volume control on the unit. The result, of course, was that the homebound student could participate just like the student in the classroom.

In practice, however, any number of things could go wrong, and sometimes did, but with surprising infrequency. The most vulnerable parts turned out to be the microphones; if the wrong button had been pushed, or a cord was accidentally disconnected, disaster struck. There were times when I found myself tentatively venturing, "Hello? Hello?" or quietly wondering whether the entire class had suddenly taken a vow of silence, but such mishaps were usually discovered and corrected. Next in the list of mechanical culprits was the receiver itself, which would commit spontaneous disconnections if it happened to be replaced before the mikes were turned on, or if it was not set down snugly enough in its cradle once they had been. If this occurred, a loud dial tone might unexpectedly burst from the unit, a question or comment addressed to me would go unanswered, or my "absence" would be noticed in some other fashion, and I would be called again and reconnected immediately.

On the rare occasions when my "disconnectedness" didn't quickly become apparent, and I had been cut off early in the hour, I would phone the Homebound Office or the professor's own departmental office, and an aide would be dispatched, or a secretary would hurry off to tell the class that I was "gone." Otherwise, a teacher who usually picked up the phone at the end of the class would find to his surprise that the line was dead, and either decide that I had simply hung up without saying good-bye or that I had been "lost" during the hour. Some teachers would call back at that point, or when they were back in their office, but when they did not, or when they were not in the habit of speaking to me after class, I would contact the teacher as soon as I could, and arrangements would be made to mail me copies of another student's notes. Then, too, there was a third class of incidents, the ones that struck on those days when perversity seemed to have nested in the phones, or in the wires themselves, days when dial tones refused to grace the line, when a succession of dialings would net as many wrong numbers, when a student would be sent to the nearest desk phone to tell me that the unit had merely, albeit completely, conked out. In this instance, too, notes would be supplied, and even though class might be, none of the work was ever missed.

I have mentioned the difficulties for several reasons: Firstly, because they are the exceptions which prove the rule. Those who are unacquainted with telephonic education might very well postulate fifty-seven varieties of complications. The only possible varieties are the ones I have mentioned, and they occurred rarely. If asked for an estimate, I would say that I experienced "mechanical

failures" in three classes per course per term. For Queensborough's fifteen-week semester, this would mean I might miss three out of every forty-five classes; more than that was unusual. Obviously, my "attendance" was better than that of the average on-campus student. Nor was my case a unique one: the program's success and its popularity with the faculty attest to that. In other classes, with other teachers, the gremlins must have made similar peace treaties.

Secondly, I have dwelt on the kinks because they show what a small amount of adjustment is required by the introduction of a telephone into the classroom. There are no great shocks or earthshaking changes involved. To dial again after a disconnection, or ask a student to xerox notes, takes very little extra time. What Queens College regarded as a frightful—and frightening—hassle has become second nature to Queensborough's teachers. The system is in fact so simple that most teachers set up and put away the phones themselves; when they don't wish to, it is equally simple to ask for one or two student volunteers, who will handle the phone for the semester. The point is that each adjustment is treated as just that, an accommodation, not a complication, and they are regarded in that fashion because that is, of course, what they are: the attitude reflects the reality. It is also characteristic of the approach taken by faculty and administration to adjustments required by other aspects of homebound study.

I have frequently been asked for details about these other aspects, about papers, exams, taking notes, the visual element involved in some classes, and so forth. I can only say that there are very few hard and fast rules: Homebound students must meet the college's entrance requirements and fulfill its course requirements just as other students do. The latter include mathematics, science, and language courses; equipment is brought to the student's home for the laboratory science requirement, and language lab tapes are provided for elementary language classes, where lab work is part of the course. Students must also meet all requirements within a course, taking the same tests and doing the same papers and assignments that other students do, and if they cannot complete their work during the term they must take the same "incomplete" grade that a student on campus takes; no special arrangements are made. Like "regular" students, homebound students too are permitted to "attend" full-time or part-time; it is in this manner that they are able to make their work load accord with thier physical capabilities.

Details beyond these become a matter of student and teacher preference; the adjustments made cover a range of possibilities. When taking tests, I have had teachers who requested proctors and those who mailed the exams to me; teachers who wanted a test taken on the same day they gave it in class, those who wanted it done during the hour in which the class took it, and those who left

the "when" to my own discretion; teachers who wouldn't mail their exams but would call from their offices to read me the test before they went off to give it in class, or call from the classroom to read the questions and hang up, or call, read, and have me hooked up during the hour, as well as those who would call after they had given the test in class so that I could read my answers to them; even teachers who would call from the classroom while a proctor was with me so they could answer any questions I had about the exam before I began. In each case, the teacher found a method which he or she thought suitable to the type of exam, the material covered, and the kind of safeguards he or she thought necessary. The same applied to conferences: all professors were accessible by phone during office hours, but there were those who preferred to be called during that time and those who preferred me to call at other times, those who would call me and those whom I called, those who requested one make an appointment and those who didn't wish one, those who gave out home phone numbers—the majority—and those who didn't, those who picked up the phone after class to answer questions—also the majority—and those who didn't but were always available for conference. When dealing with visual aids, hand-outs would of course be mailed, while board work involving words or numbers would be dictated by the teacher and copies of a student's notes supplied if necessary; if the work involved diagrams, student notes might be provided, the teacher might make up his notes for me, or he might make a visit to my home and go over the board work in person.

Other aspects allowed less variation but required similar sorts of adjustments: I would mail papers or have them dropped off if I could; the second mike might be set on a table amidst the students or passed around; in classes which were broken up into discussion groups, the unit might be employed as usual, with the students using the microphone and myself replying with amplified voice, or the receiver alone might be used, with one student volunteering to talk to me directly, act as my "liaison" with the group, and take dictation if written work was being done; I used headphones, other students used "speaker phone" amplifiers; I took my own notes, other students were provided with class-by-class notes from a classroom student. Each accommodation represented a detail which required thought, each thought represented an act of caring, each act of caring represented finally a small manifestation of human love. In essence, my education became a series of such manifestations. By witnessing them, what I learned from faculty went beyond course material to something touching the very nature of an educator. It was not a lesson that I analyzed or articulated, but one which I absorbed.

As I entered my final term at Queensborough, in the fall of 1976, I was faced with the same dilemma I had met with after high

school: Where could I go now? I had spent two and a half happy years in the Homebound Program, years in which I had majored in English, pursued an interest in creative writing by taking poetry and fiction writing classes, and also deliberately indulged a certain amount of pure intellectual curiosity by taking more than the required courses in various other departments, most notably Physics. I had made two forays onto campus, during the summer '75 and '76 terms, and even with nice weather, no jackets, and a program of two courses the first term and one in the next, I had not coped with commuting without more fatigue than I cared to experience. I was about to graduate with an associate of arts and a 4.0 average, but I was still not prepared to physically attend school. CUNY had not come through as I had anticipated; the university's fiscal crisis had put an end to its plans for a four-year telephone program. Fortunately, I had done well enough that I could now ask for funding to attend a private school with an all-together clear conscience, and the Office of Vocational Rehabilitation was happily ready to comply. Though I was not entirely pleased with the choice, LIU was of course my only alternative; I applied to their homebound program, went for an interview, and prepared to enroll the following January. And then something happened.

I can't recall when Barnard became a dream of mine. I hesitate to use the term because it is overly sentimental, but I use it anyway because it is the only term I can fix on that sufficiently conveys the school's importance to me. I don't believe it ever was a dream in the sense that one points a finger at the map and says, "The Mediterranean; I'd like to go there." Rather it was a glimmery idea at the edge of my mental vision, a suggestive bee in a wish-filled bonnet, for I had been hearing about Barnard for years, from the reporter in 1974 who told me I ought to be at Barnard, to Barbara Froehlich, then Coordinator of the Homebound Program, to Elie Lowy, who, on the day his own daughter graduated from Barnard, discussed both me in particular and the telephone system in general with Professor Eleanor Tilton of Barnard's English Department, and she had received the idea with interest and some enthusiasm. I will always be grateful to Dr. Lowy, for he had spoken without my knowledge, on an impulse, because he cared and he believed, had turned the abstract into reality by making a concrete approach, and had brought back to me a tangible reply which prompted me finally to mention Barnard to Edith Marti, who was at that time my Vocational Rehabilitation counselor. And then I dropped the idea. Why? Perhaps because I was less of a believer than Dr. Lowry; perhaps because "once burned, twice shy," for if Queens, a public school operating on public funds, had so readily rejected me, what could I expect from a private school? After all, it was not a question of on-campus attendance but one of special arrangements, requiring the hands and time of other people. I had claimed the right

to attend CUNY by phone because of its reliance on public monies and its open enrollment policy; obviously, private colleges were another matter.

It was left to Mrs. Marti to pursue the idea for me, because she too cared and believed; when I did not bestir myself, she did, and everything good which has happened to me since, I owe in some very basic sense to her. Had I applied to Barnard? I had not. Mrs. Marti contacted Diane Woods, who was then heading the Teachers College Project for Disabled College Students; Diane called Barnard and the school extended its application deadline for me.

There followed conferences between Diane, Mrs. Marti, Barbara Froehlich, several Barnard faculty members, and Marjorie Dobkin, who was at that time Barnard's Associate Dean of Studies. I did not participate, but anxiously awaited the outcome, and after the first session was told that the prospect was good. I waited, expecting to receive a momentous phone call which would break the big news. It never happened. So readily had Barnard taken to the idea that there had not been a point of crossing from "we don't know" to "yes," or a big moment of decision. It was instead a case of being receptive from the start and simply becoming more certain as the talk went on. Thus I could never say exactly when Barnard made the decision to admit me or in what manner it was made. For my own part, I had been accepted before I realized it, and found myself asking Mrs. Dobkin repeatedly if it were so. I confessed that I wouldn't believe it until I'd seen an acceptance letter. Mrs. Dobkin solved that problem quickly: within minutes the Admissions Office called to confirm that they were mailing my letter shortly. Some days later, it came, and I at last was sure.

My acceptance to Barnard was in some sense one more manifestation of love from Queensborough, since it was Barbara's willingness and ability to bring to bear on my situation her expertise and her administrative and technical knowledge that enabled my own miniature telephone program to be set up at the school. And it was, of course, the first manifestation of what I was to receive from Barnard itself.

I entered in January of 1977, as a major in the English Department. The Office of Vocational Rehabilitation picked up the cost of phone rental, phone calls, and wiring rooms, of which we were ultimately to need only three: one of seminar size and one of normal lecture size in the English Department on the fourth floor of Barnard Hall, and one auditorium for large lectures on the floor below. Staff from the Teachers College Project provided supportive services for the first two semesters, until they felt that Barnard should completely take over, and at the start of the third, all the logistical and technical aspects of my attendance were handed over to Barnard's own Richard Youtz, who trained teachers to use the phone, dealt with my crises and my equipment failures, and even

tried to track down one missing OVR bookstore voucher. In the process, he proved Queens College wrong: the little, extra tasks entailed in handling one phone student could easily be done by willing people already on staff; I did not require one whole, additional counselor solely for myself. And on the academic front, I had, as do all Barnard students, an advisor, in my case Mrs. Dobkin, who was particularly matched with my needs because she was in charge of transfer students and she also taught creative writing in the English Department.

If the "story" of my stay at Barnards lies in something other than details, it lies in elements which I can scarcely articulate. To a great extent, it was simply education, the way it is experienced by every student, in my case by every English major: the days and days of classes, of reading and writing, the notes, the exams. Yet inherent in that, because it is inherent in education, is the story of influence, those attitudinal and cultural influences which shape us even as they teach us to choose and use our own terms, to deliberately define our own experience. It is, of course, less easy to define ourselves, and like most students, I am largely what my education has made me; I am what I became through Barnard, because of Barnard. I can no more describe the process, pinpoint its implications, express its importance, or objectify any aspect of its entirety than I can step outside my own skin. For me, there was in Barnard a significance which is best left to wise silence.

In January of 1979 the dream had come to term: I graduated *summa cum laude* with a Bachelor of Arts in English. I had made it through, made it despite a personal involvement which had taken up time, interfered at one point with my work, and finally served to show me that my commitment to my education was something other than Freudian sublimation. The commitment gave birth to another dream: graduate school. This time, on campus, for I had always wanted to teach and had never fooled myself about the need to become "unhomebound." The question had been whether I would ever be prepared to try. I felt, in essence, that it was "now or never," and that I was ready, for I had commuted to Barnard more frequently in my final term than I had ever done before, and had withstood the commuting better than during my two summer semesters on campus at Queensborough. I had gotten physically stronger, my stamina and health had improved, and Queensborough and Barnard had both been steppingstones on the way to handling a large expenditure of energy and effort, for each had led to an increase in work load. Obviously, this was the perfect time for a trial. I applied to NYU and Columbia, and requested that OVR fund me for my master's degree. In September of 1979, I enrolled in the Department of English and Comparative Literature in Columbia's Graduate School of Arts and Sciences. The Office of Vocational Rehabilitation had agreed to fund me for one last

degree, and was providing money for tuition, books and transportation.

I received my M.A. in English in May of this year, have been accepted into the department's doctoral program for the coming autumn term, and will be attending on fellowship. My transition to campus was only made possible by two factors. The first of these was simply that Columbia and I were a good match, for certain flexibilities in the department's graduate program, in which classes are taken for credit without grades, and lecture courses do not require papers and exams, enabled me to balance my work load with my energies and the time and strain involved in commuting, so that if everything wasn't always done—and it wasn't—the most important work eventually was. Secondly, there was the more than generous help that I received at every stage from staff members, faculty, and other students. The previous year I had been warned away from Columbia, told that many classrooms would be inaccessible to me, that I would encounter huge problems in getting around, and that nobody would be willing to help. I made up my mind to go anyway, expecting that I would meet obstacles to be dealt with as I had dealt with others. What I found was the completely unexpected: an atmosphere of acceptance, openness, concern, and a willingness to help exhibited by people who did not even expect to be thanked, and if they were, would lightly laugh off their own efforts. It was, of course, the atmosphere of the department itself, for I was experiencing one aspect of what students other than myself referred to as a special feeling of "family" and community. For me, the result was that there were people to take me to the library; there were students who transferred me from class to class and building to building, students who surprised me with their concern and were to me enormously impressive because I had faced some stares and some resentment during my Queensborough summer terms; there were phone calls made about ramps and a ready solution to a possible transportation problem; there was, in summary, all the necessary support, and in particular, the very quiet but very visible commitment of Edwart Tayler and Jeanne Goodman. Though I never really discussed my "transition," and though I was treated with a delicate sensitivity and a consciousness that did not intrude to ask questions, I am sure that commitment was a conscious and deliberate one. And it was one for which I, in my turn, was quietly thankful.

I am also thankful for academic reasons. Columbia has become to me an "intellectual home," as Bernard was before and continues to be, as in fact all schools, if they are doing their jobs well, should be—or why else do we call them "alma mater"? I continue to receive that necessary fostering, one of the most important parts of which has lately been the further clarification of my goals. Those goals are still the same: to be a teacher, a writer, and a scholar.

Susan Markowitz, Queens College's only homebound student, entered Columbia's graduate English program in 1972, earned her master's degree by phone, and went on to telephonically "attend" classes in the English Department at NYU's Graduate School of Arts and Science. She has been enrolled there since 1975, has half of her doctoral credits, and met her current boyfriend through the school. Susan, who is a quadriplegic with a post-polio condition, has had to remain homebound. As far as I know, she is the only student to have attended graduate school by phone.

Barnard to this date has been the only "Ivy League" college with enough concern and social consciousness to undertake homebound education—and I can never thank them enough for it. With the same fine characteristic consciousness, the school has established the position of Dean for Disabled Students, currently held by Julie Marsteller. At the moment, Barnard has sixty-eight disabled students on campus and may be admitting another homebound student; Irene Mallia, a Queensborough English major, has just applied to attend the school by phone. "Barnard," says Dean Marsteller, "is excited about the possibility."

LIU has continued to operate its own small homebound program, currently under the direction of Jeff Lambert, Associate Director of the Special Educational Services Program at LIU and Coordinator of Homebound Services. The program's staff costs are picked up by the same federal government source that funds Queensborough's program; tuition and equipment charges are still absorbed by the student's Vocational Rehabilitation "backers," or, rarely, by the student himself. Several people have been funded by the Veterans Administration. LIU presently has fifteen telephone students, but the number fluctuates, since it is the school's stated philosophy to view its program as a transitional one, designed to encourage students to make the move from home to campus. Getting students to make the switch is a thrust of the LIU program. Jeff Lambert claims that the approach has been successful, and he cites the case of a student with epilepsy who has been homebound since 1975 and has just been persuaded to make the change to physical attendance. Jeff goes on to say that the program's counseling services are designed for this purpose, that a good amount of on-campus support is provided to students making the transition, and that students need not switch abruptly but may use the phone as a back-up if necessary.

At the moment, LIU is evaluating its technology with an eye to exchanging its "Executone" system for the conference telephones used by Queensborough. In the past, the program's quality has been affected by problems with student aides who were hired and paid to set up the "Executones" but were not always reliable; the equipment change will place the responsibility in the instructor's hands, as it is in Queensborough. The program also plans to pro-

vide a more comprehensive visual component through videotaping and other means.

Yet the dominant philosophy informs even these changes, and Jeff notes that he is "always a little bit concerned about developing a homebound system that's too efficient," that it's "contrary to good practice to make a person feel too comfortable" with homebound education, that students often make the transition to campus because of frustration, and that people in the field "should avoid any program of service that encourages people to stay at home." I respect Jeff's opinion, so I offer it here, but I cannot agree with it. For me, it smacks too much of that psychologist, sociologist, counselor mentality that objectifies disabled people and then says to them: "Here, let me define your hang ups, copouts, and capabilities for you." There is just a tad too much of the Skinnerian "black box" at work here: Make me frustrated enough and I'll be a good chicken and peck your buzzer for you. I think the disabled should make their own definitions; I present Jeff's approach as an alternative.

Queensborough, in contrast, is dedicated to accepting the homebound on their own terms; Merrill Parra and her staff believe in their students as independent adults who know their own minds, their capabilities, and their status. For Queensborough, the telephone is not a substitute for the campus but a pipeline to it for people who would otherwise have nothing; the program's responsibility is not to make decisions for its students but to provide people who are homebound for hard reality reasons with an educational experience of the best possible quality. In line with these goals, Queensborough is hoping to use radio as a medium for offering upper level courses to its students so they can obtain a baccalaureate degree through the New York State Regents External Degree Program. The technique will incorporate some aspects of telephone study to maintain what Dean Wieder considers one of the program's most special features: the one-to-one contact between teachers and students. As part of this expansion, Queensborough has become part of a national consortium which was formed by the federal government and includes two other colleges plus National Public Radio. The consortium will be developing a small number of radio courses whidh will be made accessible to many different student populations throughout the country, including Queensborough's own. Plans are to begin broadcasting these courses closed-circuit, on sub-carrier channels, and then to branch out into regular radio transmission.

Yet Queensborough's worries are far from over, for the program has yet to find a permanent source of funding. Its latest crisis occurred last summer: The program had been operating on a grant from a federal project designed to start programs, not sustain them. The grant could not be renewed; funds were scheduled to run

out on August 31st; other sources had been applied to but guarantees had not yet been forthcoming. In June, the State-Wide Coalition to Save the Homebound Program was formed, co-chaired by myself and Professor Larry Cohen of the QCC Business Department, a longtime teacher in the program and one of its staunchest friends and supporters. What Larry did was a lot, and though he will give other reasons, he did it because he has more than his share of "professorial" love. What I did was a little, and I did it for no other reason than fear—pure and simple. It was the fear that fifty-five human lives would be wasted, that fifty-five people would be condemned to lives of time to be lived through, of time made up of walls, SSI, and television. Of course, I was in part projecting: this was the fear that I feel for myself when I ask myself, "What if. . .?"

There followed press releases; some news coverage, though not as much as we needed; letters; phone calls; a political meeting; scads of help from people in the disabled rights movement who had joined our group; and a lot of hard work for everyone concerned. Finally, at the end of June, we attended a Queens Town Hall Meeting, sponsored by the Mayor's Office for the Handicapped and featuring several state and city politicians and one congressman's representative. Several of our group members made statements that were really questions asking why no one would help, and the Mayor's Office had set aside time on its agenda for me to present our problem and our charter. I made my "speech" and spent part of the afternoon watching a New York assemblyman glare at my tape recorder—which incidentally happened to be turned off. Yet we did receive promises of help. After the meeting, we held a private meeting of our own and voted to hold a demonstration in front of the State Legislature Offices in Manhattan. A date was chosen in July and preparations began. Five days before the date, with the media informed, the police notified, buses arranged, a sound permit set to be picked up, and placards about to be made, Chancellor Kibbee finally came through with emergency funds. We hadn't saved the world, but we had rescued a small part of it. We had convinced enough people of what we knew already: that Queensborough's work was of the greatest importance, and that fifty-five human lives were too precious to be wasted. As it turned out, one of the program's proposals to the federal government was approved at the last minute, and only a portion of CUNY's monies was used, but the gesture of salvation had been the most important thing, for it came at a time when there was, in effect, no other hope. It was also the first concrete sign of support for homebound education that we had seen from CUNY in a very long time.

For the moment, the Homebound Program is secure, and it has been designated as a model which the federal government hopes to see duplicated throughout the country. Queensborough has been

rated the second best community college in the nation; in homebound education, it would rank as number one. As part of its grant package, the program has been asked to serve as an information disseminator and consultant for any college in the country that would like to know more about homebound education or intends to establish its own program. To help in this dissemination, a videotape on the program was made this past spring, for which I was privileged to write the script. The tape has already been shown on cable and will soon be broadcast by a local television station. Those who would like to borrow this tape, or wish to contact the Homebound Program for consultation, to apply, or for any other reason, may call (212) 631-6397, or write to:

Merrill Parra, Director
External Education Program for the Homebound
Queensborough Community College
Bayside, New York 11364

What, then, is the future of homebound education in the United States? With Queensborough's help, Atlantic City Community College and Los Angeles Community College have already set up similar programs, while Allegheny County Community College and Nassau Community College are considering doing so. I'm sure they won't be the only ones—just as sure as I am that they must not be. My attitude has nothing to do with the feeling that "Education is an industry and the homebound are a new market," nor with the concept of progress for progress' sake, with the homebound as a "new frontier." It has to do with the legitimate needs of people and the necessity of minimizing human waste. Like LIU, like Queensborough, I too would admit that the telephone is no substitute for the campus. But when the campus can't be reached, it's the next best thing.

My final postscript is to my earliest story. Teleclass goes on to this day, blessed, among others, by Aurora Roberts. But, like many people, I have lost contact with those friends from my high school days. Among them was Aida, who was my best friend up until her death in March of 1977. Aida would have understood what Ted Tayler said about minimizing human waste, though she might have understood it in a slightly different way. Aida was three feet long, legally blind, and unable to read, write, feed herself, or even sit up. All of which was irrelevant in the face of whatever mystery it is that we call life. Aida loved plants, talk shows, theological arguments, and country music. She could talk a blue streak, always in cheery, bird-high tones, and her laughter rippled out like water from a thrown stone, with equally wide-spreading implications. Aida's family used to ask her what she was looking for, and Aida would answer, "I don't know, I don't know—but there must be something." She found a large part of that "something" when she entered Queensborough, in the fall of 1974, as I did. Aida had had

a dream since junior high school; it was a simple one: to learn French. And this is what she did. She became, in effect, a "language major," starting with French, and going on to Italian. I, with my scant Spanish and my English language chauvinism, watched as she did it, awed by her verbs and her tenses, her grammar and fine pronunciation. For Aida, it was easy. She did it because she wanted to. She did it because she loved it. She did it, really, without any thought of vocation—and this was not a fruitless waste of time and money, for the only difference between Aida and more job-minded people is that she saw her education not as a means to moneyed satisfaction but as a satisfaction in itself. She may even have had a small advantage over some students: she didn't have to sell part of her life to purchase her happiness.

Common-Sense Notions On Assisting The Handicapped: A Secretary's Perspective

Jane Elmore Johns

Not long after I joined the TCPHCS staff as secretary, I was introduced to my first "handicapped college student" gripe. It was one I would hear repeated many times in the following years. The student's complaint was that upon arrival at our College, when the taxi driver began to remove his wheelchair and assist him into it, a concerned passerby, anxious to help, questioned the driver: "Want me to help you with him? Where's he going?" The student's retort was, "Hey, I'm not a piece of luggage—talk to *me*. Requiring a wheelchair to get around doesn't mean I can't communicate!" He was rightfully offended that it appeared he was incapable of taking charge of his life. The angered student—a middle-aged paraplegic—then went on to recount to our staff some of the macho adventures he'd pursued during his lifetime. His favorite appeared to be a long-wished-for trip down the Amazon in a canoe—wheelchair and all—proof that his vigor, courage, and zest for life had enabled him to achieve a far-out dream despite his handicap.

For a man with such a robust soul, his disability was not a weakness. If anything it was a nuisance—albeit on a grand scale—which slowed him down but didn't prevent him from achieving what he sought after. But how did the passerby view his disability? I suspect that after being reproached by the student he may have revised his attitude toward the disabled (i.e., they think, they talk, they get angry!). However, all too often the nondisabled tend to view disability as a sign of helplessness. What our student was trying to say was that, despite his physical impairment, all other systems were GO. He was right to insist upon direct interaction with his helper and one wishes there would be more verbal exchanges between the handicapped and those who wish to help.

Many people have confided to me that they often want to offer assistance to a handicapped person but refrain from doing so. Why? Generally, it is because one can never be certain that help is needed or wanted. Perhaps the individual will be offended if one suggests that he/she needs assistance. Or worse, human nature being what it is, perhaps you'll be greeted with hostility from

someone who resents your interfering with his efforts to go it alone.

I recall many times over the years hesitating—wondering whether or not to offer assistance to a blind person walking down the street or across an intersection, for if the person is able to negotiate it alone, it might be insulting to suggest he needs "help." On one occasion when I offered to assist, I was angrily rebuffed by a blind woman who appeared to be new at using her cane. With great discomfort I watched her cross the intersection and then head straight for a fire hydrant! Fortunately, I elected to incur her wrath again rather than stand by and watch her fall over the hydrant. But this confirms the fact that it is sometimes better to follow your instincts and offer assistance than to wait for a disabled person to initiate the exchange. (After all, the hard part for both persons is addressing a stranger!) And if the individual says no (even angrily), instead of feeling embarrassed or rejected, try to understand the individual's need to be independent and that he or she may really not need your help.

Recently I dislocated my shoulder and became a "temporarily disabled person." To my surprise, asking for and being offered assistance presented no problem at all, but I felt that this was due to the fact that my injury was neither serious nor permanent. In other words, my injury didn't cause any discomfort (anxiety, pity, fear) to the onlooker. This is borne out by the fact that a certain glamor attends the person who has broken a leg in a skiing accident. In fact, one celebrates the event by having all one's friends autograph the cast. Recently, on a visit to the Institute for Rehabilitation Medicine, I saw a fellow with a leg cast which he'd painted entirely in bright purple! One feels that this could only be a temporary injury—no need to shy away, to pity, to avoid—and I suspect there would be no hesitation in communicating with such an individual, i.e., offering to hold a door, assist out of a taxi, etc. (Though of course a purple cast might be tantamount to "the best defense is an offense!")

With the disabled becoming more mainstreamed, it is now common to see individuals in wheelchairs in restaurants, theatres, cinemas, museums, department stores, etc. A natural outgrowth of this is that those who are nondisabled are beginning to recognize the similarities between themselves and those who are handicapped, rather than being concerned chiefly with the handicapping condition. The gap (communication and otherwise) which separated the paraplegic student and his would-be helper is fast disappearing.

Much of this "wisdom" grew out of my experiences as secretary for the Project, particularly in my interaction with disabled staff members. However, a few early experiences helped shape my attitude toward the disabled. While living at a girls club at the age of 19, I met a delightful young woman (deaf but *very* vocal!) with whom I became good friends. She read lips remarkably well

(though I did make an effort to slow down my rapid-fire speech) and I learned to interpret her vocal sounds rather well. She had a wonderful sense of humor and relied a great deal on pantomime to express herself. I recall our having many a good laugh together, but we had a lot of serious discussions, too. It was my first interaction with a disabled person and it seemed perfectly appropriate that she should be in the mainstream rather than isolated with other deaf persons. Our attempts at understanding each other were similar to those between two individuals who don't speak the same language. The only ingredients necessary for such a relationship to flower are patience and a willingness to make an effort to understand and be understood.

Likewise, patience and consideration are required very often when a person with a speech impediment is trying to express himself or herself. Often such a person would phone our Project, and I discovered there's an art to being a good listener, i.e., one who is unhurried and cordial and who puts the speaker at ease, enabling him or her to relax and express him/herself fully.

When I was a music conservatory student I met a woman with cerebral palsy who really influenced my regard for disabled people. She was a bright, witty student whose only handicap, in essence, was that she was forced to move and speak at a slower tempo than the rest of us. She was a gifted student and it was well worth the wait when she had something to say. Again, a basic consideration for the speaker was all that was needed to facilitate an exchange between this young woman and the other students. And offering to walk with her (at a slow pace) or assist her in the cafeteria were natural outgrowths of the friendly concern we all felt for her.

How often we use the expression "to lend a hand" when assisting a nondisabled person in a variety of endeavors, without any suggestion of weakness on the part of the recipient or overtones of pity. Ideally assisting a handicapped person should be equally as natural. The most efficient way to offer assistance is to find out what the individual desires. A friend of mine who is a paraplegic drives her own car and can collapse her wheelchair and place it in the back seat quite easily. She does it several times every day. And yet, like all her other passengers, I would always try to do it for her. She would say, "That's OK, I can do it." Or, "You don't have to do it, I cam manage." Finally, one day I asked her which she would perfer—help or no help. Understandably, the latter was her choice. So I told her, "Just tell people you would *prefer* to do it yourself." Who can argue with that?

Working at the Project with several disabled professionals and with disabled college students has taught me a lot about "lending a hand." I find a lot can be done "behind the scenes" to make working conditions compatible with the needs of a blind individual, for example. You don't have to ask the blind person's permission to

clear the hallway when the cleaning woman parks her cart near the exit! Likewise, you can clear your colleague's desk of refuse (used coffee containers, etc.) without fanfare. Just be sure you don't remove, or move, anything that could be of value to the individual. (My motto is: when in doubt, don't!) Most of our attempts at helpfulness seem too insignificant to mention; they really amount to taking a moment to be considerate, for example, informing the blind individual who else is present when he or she enters a room; or if you see a coffee urn in the corner of the meeting room, offering to get the person a cup, and when you return with it, giving it directly to the person's *hand,* rather than waiting for him or her to find yours. At the end of the meeting you might locate the person's briefcase, BEFORE he or she begins a lengthy search. Leaving at the same time (and going in the same direction, seemingly by chance) makes it easy for the individual to leave safely without having to ask for an escort.

We at TCPHCS were fortunate indeed to have an IBM typewriter which worked like any other typewriter—except that it typed braille instead of print. This enabled us to type everything for the individual—phone numbers, messages, reminders, appointments, memos, reports, folder labels, etc.—in braille, thus allowing him or her to keep informed without having to repeatedly ask to have things read. In lieu of such a machine, however, one might make a point of anticipating your colleague's desire to keep up with things by offering several times a day to read what's in the IN-BOX.

Our blind colleague is a super typist herself, and what she needed mainly was to *not be interrupted* when typing, or, if unavoidable, then when she resumed, having the most recent typed portion read and the machine positioned to continue the page neatly. Other individuals frequently used her machine and forgot to replace the margins in the standard position. This meant that when she returned to type, unbeknownst to her, half a memo got typed off the page and had to be reconstructed later on. We therefore positioned labels with brailled dots at the right and left of the typewriter to alert her to where the margin indicators should be, since she was able to line them up with her fingers.

As for our colleagues in wheelchairs, again a moment of reflection will point up the obvious: make as many things as possible reachable—files, stationery, telephone books, pencil sharpener, keys, fan, coffee-maker, etc. And beyond reachability: access. Help facilitate movement in the office by removing extra chairs, etc.; within the building, by seeking new routes a wheelchair can negotiate which the individual may be unaware of. And again, going to lunch at the same time as your friend will make it easy to lend a hand in the cafeteria.

For the deaf individual, being included during conversation

among several people (when it may be difficult to lip-read fast dialogue) is of obvious importance. If everyone laughs at a joke, repeat it for your colleague if he or she missed it. Share what is being discussed, whether it be business, banter or whispered gossip!

A few well known suggestions:

- When offering to accompany someone, don't grab the person's arm. Allow them to take yours, since following is easier than being pushed!
- Make sure you have the deaf person's attention *before* you begin speaking.
- If your blind friend has a stain on his shirt, or make-up on her collar, or a run in her stocking, don't keep it a secret! Tell the individual so he or she can do something about it. And reassure the person about his/her appearance, telling them when a particular outfit is attractive, when the haircut is flattering, etc.
- Blind people walking with guide dogs generally do not need assistance and would prefer if you don't interfere with the pattern they've set up with the dog. Likewise, talking to the dog or petting it (children included), even when it is at rest (as on a bus, for example) is discourage, since it distracts the dog from its primary target—watching out for its owner.
- Be alert to the needs of your handicapped associate. For example, visually impaired individuals need to be kept informed of posted announcements, etc. A special bulletin board with brailled notices of coming events and other items of general interest would be a great help. Be sure to include large-print items as well for those who have low vision.
- Work out a buddy system to be practiced during fire drills, so that in the event of a fire or bomb scare, every disabled person can be assured someone will make sure they get out.

Top sum up: my advice to secretaries and others working in an office with and for the disabled—follow the old adage "Do unto others as you would have them do unto you." Take time to think about that, and a lot of ideas will come to mind about how you can best help your disabled colleagues.

Financing A Program For The Disabled In Higher Education

Helen P. Gerardi

Content for this presentation resulted from research done for the author's doctoral dissertation. How one college financed and developed its program for orthopedically disabled students is the subject of this article.

As a result of a legal mandate, colleges across our nation are preparing their campuses for the disabled student. Although the concept of accessibility is accepted by most administrators, the financial cost of compliance remains a major concern. How one college gained funds and developed its program for disabled students is the subject of this article.

St. Andrews College opened its doors to its students in September 1961. It was innovative in a number of ways, one of which was the inclusion of ramps for the orthopedically disabled. Accessibility for the orthopedically disabled in higher education was a relatively unexplored topic at this time. Those who addressed this issue at all considered accessibility to mean provision for access to main buildings. It was thought that the construction of ramps, cut-out walks, and reserved parking spaces satisfied this interpretation. Needless to say, although six years of careful planning preceded the opening of this college, when the disabled arrived the college was found wanting.

After the initial construction of the campus was completed, extra money had to be allocated for a number of renovations and additions. Gravel walks had to be converted to concrete walks. Although some housing accommodations were made accessible for the disabled, further adaptations had to be made in restroom, shower and housing facilities throughout the campus. Water fountains and telephones had to be lowered. The cafeteria had to be renovated for a more efficient traffic flow. The multilevel dormitories were constructed without elevators, and the elevator in the multilevel library was inoperable by many of the disabled students. Funds for many of these limitations were acquired through contributions by private donors, and the Vocational Rehabilitation

Administration (VRA) of the Department of Health, Education and Welfare (HEW). St. Andrews is a church-related institution, so funds were also available through major fund-raising drives by the regional office of its church. Obviously the cost for reconstruction far exceeded what the cost would have been had the initial design for the campus included these features. No matter how well-meaning the professionals, reliance on stereotypic perceptions of the needs of the disabled were inadequate, and financially costly. Funds are essential when constructing or reconstructing a campus for the needs of the disabled, but it is also essential that architectural and program planners for the college have real expertise in the needs of the disabled.

Initially few disabled students were enrolled at St. Andrews College. This limited experience, however, indicated the kinds of needs and services the orthopedically disabled student required. With the admission of the first quadriplegic student, it became obvious that there were personal care needs, as washing, dressing, etc., and mobility needs that had to be satisfied. Her personal care needs were provided by her mother, who was employed as a nurse at the college. Her mobility needs were satisfied by several resourceful people on campus who converted an old golf cart into a vehicle that could be driven independently by a quadriplegic person. (This was before electric power wheelchairs were available.) It soon became apparent that qualified disabled students, as quadriplegics, could succeed at a residential college, if personal care needs were provided. But three fundamental questions remained unanswered:

1. What services were essential for the disabled student on campus?
2. Who should supply these services?
3. How could these services be financed?

Insights and information about the disabled were sought through contact with professionals in rehabilitation clinics and agencies. One of the conclusions drawn was that a study should be made to determine the nature and extent of services that would be needed by the disabled in a residential college setting. In was evident that some disabled students would need personal care assistance, others would not. Several administrators had reservations about who should provide these services. They felt that adults serving in this capacity would interfere with the natural interactions of student life in a suite. Consideration was given to able-bodied students providing these services on a pay basis. A proposal was prepared to obtain funds to study this problem.

The college development officer of St. Andrews made an appointment with the commissioner of Vocational Rehabilitation in Washington, D.C. in May 1965 to discuss the proposal and to elicit suggestions and support. The commissioner was extremely supportive, and introduced the administrator of St. Andrews to a member

of her staff for further consultation. The result was the preparation of a proposal for a pilot study of student aides for disabled college students. The proposal was refined through consultation with the director of Vocational Rehabilitation in the state in which the college was located, and with the assistance of the regional director of VRA. The assistant commissioner of VRA in Washington, D.C. suggested that the initial stage of the study should be a planning grant period to test out the procedures, to more clearly determine the variables, and to refine the methodology of the study with a view toward undertaking a full-range project. The proposal was prepared and underwritten for $40,000. Thirty thousand dollars was provided by the VRA of the Department of HEW, and $10,000 was obtained from the Mary Duke Biddle Foundation in New York. This proposal was crucial to the survival of the program.

According to some administrators at the College, the program to serve orthopedically disabled students with personal care needs would have had to be discontinued without outside financial assistance. The proposal, however, was accepted, and funds were forthcoming. A pilot study began on November 1, 1969 and extended through February 28, 1967. This study defined the needs of the disabled students in a residential college, and determined ways in which the use of student aides to the physically disabled might be tested. With this information a long-range study was undertaken. It began on March 1, 1967 and extended through June 30, 1971. A grant of $253,515 was received from the VRA of the Department of HEW for this study. (VRA funds were granted on a matching funds basis. Currently VRA supplies eighty percent of the funds required, the applicant supplies twenty percent.) The Trio Plan was also a source of funding for St. Andrews.

As the pilot study and the long-range study progressed, opportunities were sought to discover and increase the mobility and independent living needs of the disabled student. The introduction of the electric powered wheelchair brought new freedom to the disabled, but introduced them to new barriers. They successfully crossed the campus, but discovered they could not enter major buildings independently due to the weight of the doors. Another limitation that became apparent was the lack of available suitable transportation for the wheelchair students. This resulted in their exclusion from class field trips, off-campus lectures and sporting events, etc. Both barriers were eliminated through a grant of $28,000 from the Laird Amendment Funds for the purchase of a bus with an hydraulic lift and special hand controls for the disabled student, and for the purchase of automatic doors which replaced manual doors on buildings.

The removal of architectural barriers at St. Andrews was ongoing along with the addition of services and facilities. A service defined as essential as a result of the introduction of the electric

powered wheelchair, was a wheelchair repair service. A nonworking chair resulted in the temporary immobility or the reduction of independent activity for the disabled student. A part-time person on campus each weekday to service the chairs has eliminated a great deal of frustration and inconvenience to the disabled students. Another addition to the independent living needs of the disabled was provided by the introduction of a driver training course for disabled students. A car with special hand controls was donated for this purpose. Shortly after the introduction of this course, eleven disabled students earned their driver's licenses. Three of them were quadriplegics.

A facility needing attention was the health center. In September 1968, a planning grant was received from the VRA and consultants were invited to the College to explore the special health and residential needs of the disabled student. The necessity for a modern health center was acknowledged, and specifications for its design were formulated, but funds were lacking. Efforts were made to appropriate funds. The initial attempts were unsuccessful, however, as funds were not available for health centers. When the emphasis for funds was changed from the need for a health center to the need for a health and rehabilitation center, the Division of Vocational Rehabilitation was willing to discuss the plan and to contribute financially to its support. The cost of the center was $475,000. Eighty persent of the cost was provided by federal money being handled through the state vocational rehabilitation office, and twenty percent of the cost was borne by the College. Private and foundation donors assisted the College with its share of the financial burden. The construction of the health and rehabilitation center was completed in the spring of 1974. It provided a more modern health facility for the total student population, and additional housing for the severely disabled student.

Another barrier was presented when the disabled students graduated from St. Andrews. Feedback from them indicated a great deal of frustration due to the unavailability of adequate housing in many communities. This seriously limited their career opportunities. Jobs were offered them, but could not be accepted, as the housing in the areas were not adapted to meet their needs. This so concerned several administrators at the College, that they brought this issue to the attention of the Office of Policy Development and Research of the Department of Housing and Urban Development (HUD). They sought a plan to resolve this dilemma. It was suggested that mobile homes that were adapted to the needs of the disabled might provide a solution. Specification for the needs of the disabled were not formulated by HUD, so a three-year grant was offered to St. Andrews by HUD to conduct this research. A study was planned to determine the needs of disabled people in a mobile unit, to design modifications that would meet these needs

and to provide the mobile home industry with a design to enable them to produce adapted units as part of their normal production. This study primarily sought to discover if mobile homes could successfully provide independent living for people with physical disabilities, and to investigate the psychological impact experienced by those disabled persons living in the mobile units for the length of the project.

HUD furnished St. Andrews with four standard mobile homes that were to serve as laboratory units for this project. A fifth mobile home was added as a demonstration unit. The best modifications suggested through the experiences of students in the four laboratory units would be made in the demonstration unit.

A paraplegic or quadriplegic student with an able-bodied aide was assigned to live in a mobile unit for a six-month test period. They were responsible for shopping, cooking and cleaning the unit. Adaptations in each unit were made according to the disabled student's needs and recommendations.

The results of this study demonstrated that it was possible to design safe, economical, adapted mobile homes for the physically disabled; that the modifications made for the disabled provided no major inconvenience to the able-bodied residents; that most able-bodied residents found the modifications to be an advantage; and, that the increased independence provided by this experience resulted in positive psychological gains.

These mobile home units remain on the campus of the College to this day, and provide an opportunity for an independent living experience for the disabled students before they graduate. The results of the research also provided specifications for modifications in a mobile home to accommodate the needs of the disabled, for the interest of the mobile home industry, so that more adapted housing would be made available to disabled people.

As more severely disabled students were enrolled at St. Andrews due to the opening of the modern health and rehabilitation center, it was deemed necessary to have a career counselor just to serve the disabled students' needs. Again, funds were sought to cover this position, and a three-year grant was received from IBM for this purpose. The position was filled in the fall term of 1978. The career counselor served the personal and career counseling needs of the disabled students. She established a network of contacts of people who were receptive to employment of the disabled by contacting regional VRA officers in many areas, and by contacting a variety of people in industry and in personnel agencies. She assisted students with the preparation of their resumes and cover letters, and when requested, escorted them on their first job interviews. Some needed travel assistance, some needed interpreters for serious speech impairments, others needed no assistance at all. She also accompanied a group of disabled students to Washington, D.C. for the White

House Conference for the Employment of the Disabled, and encouraged their participation in organizations that could assist them.

There is currently a $2 million campaign on for the physically disabled at St. Andrews. One of the purposes of this campaign is to provide a permanent financial base for support and continuance of the program for disabled students on campus. Two hundred and fifty thousand dollars will be allocated for services for the disabled, i.e., library aides, support services currently assumed by the college budget, etc.; $250,000 will be allocated for facilities and equipment, e.g., repaving of walkways, purchase of special recording and dictating equipment for the blind, etc., and $1,500,000 will be allocated for an endowment fund to be fully invested by 1980-81 to yield income at an anticipated rate of at least seven percent each year.

The program for the disabled at St. Andrews College began without legal mandate. A commitment to serve the disabled student was made and kept, even though it proved more challenging than expected. Was the program financially costly? Yes, but several administrators sought and found funds through resourcefulness and persistence. As one administrator said, "Funds for the disabled are available, you just have to find them."

A basic reference for federal assistance for the disabled is a book entitled, *Federal Assistance for Programs Serving the Handicapped,* Office for Handicapped Individuals, Department of Health, Education, and Welfare, Washington, D.C. 20201.

This source not only describes federal assistance programs, but lists in its appendix Resource Groups, publications relating to funding, and addresses of State Agencies Serving Handicapped Individuals.

Part IV

Resources

Annotated Resource Guide and Bibliography

Richard H. Mahler

Introduction

Many of the entries on the following pages have been chosen for inclusion based on requests for sources of information made during the past years by colleges and universities working with the Teachers College Project for Handicapped College Students as well as from nonaffiliated institutions across the United States.

The Resource Guide and Bibliography has been set up in three sections. The first, "Higher Education," includes entries of specific use and interest to colleges and universities. It covers such topics as mainstreaming disabled students on campuses, teachers' sensitivities to classroom situations, construction of accessible laboratories and development of lab technique and equipment, career development and sources of possible funding.

The second section, "Consumers," lists guides and resources of special interest to disabled persons. Some of these include information on civil rights and where to seek relief in the event of violations, self-advocacy, employment, independent living, recreation, sexuality and transportation.

Finally, the third section, "Information, Equipment and Services," includes listings of publishers and manufacturers of adaptive devices. It also includes materials useful in staff training and development, many available from government and private agencies.

While the vast majority of entries are national in scope, a few state and local agencies which offer especially useful information have been included. Further, many of the national services have state and local affiliations. When writing or calling the parent organization for information, be sure to ask about state and local affiliates and services specific to your geographic area.

While no list can be considered complete, we have attempted to include those resources, agencies, and publications which are most "usable." Newsletters, monographs and conference proceedings are included more often than hardcover books as the former are more up-to-date and either free or available at lower cost than the

latter. Many of the listings include their own bibliographies and suggestions for additional reading.

A final word on the use of this *Resource Guide and Bibliography:* we have attempted to arrange the entries on the following pages in some logical order by subject. In some cases, where a particular listing could have been placed under several headings, we have placed the entry in that section we feel will be most useful to the reader. However, we encourage you to read (or skim) through this guide in hopes that while seeking a specific source, you will come across other entries of interest.

N.B. The organization of the new Department of Education and Rehabilitative Services, formerly the Department of Health, Education and Welfare, will require some time for completion. Federal resources listed in this volume are accurate to date, but subject to change. For the present, requests for materials originally published by HEW should still be addressed to HEW.

I. HIGHER EDUCATION

ACCESS AND REMOVAL OF ENVIRONMENTAL BARRIERS

Access America
U.S. Architectural and Transportation Barriers Compliance Board
Washington, DC 20201
(202) 245-1591

Newsletter of the A&TBCB. Explains the Board's function and its current activities, monitoring compliance legislation.

Accessibility Information
Association of Physical Plant Administrators of Universities and Colleges
11 Dupont Circle—Suite 250
Washington, DC 20026

A technical resource booklet listing a variety of resources on access.

Accessibility: The Law and the Reality
Iowa Chapter—American Institute of Architects
621 Savings and Loan Building
Des Moines, IA 50309
(515) 244-7502

Joint report by Easter Seal Society, Governor's Committee on Employment of the Handicapped and Iowa Chapter AIA,

presents a guide to accessibility as well as a model for evaluation of facilities.

Barrier-Free Design: The Law, Vols. I and II
Eastern Paralyzed Veterans Association
432 Park Avenue South
New York, NY 10016
(212) 686-6770

Technical and legal aspects of accessibility complete with federal and state (NY, NJ, CT, PA) codes.

Biehl, G.R.
Guide to the Section 504 Self-Evaluation for Colleges and Universities
National Association of College and University Business Offices
One Dupont Circle—Suite 510
Washington, DC 20036

Discusses legislation, program availability, student service programs, employment and implementation of self-evaluation plan.

Harkness, S.P. and Groom, J.N., Jr.
Building Without Barriers for the Disabled
The Architects Collaborative & Billboard Publications, Inc. (1976)
1515 Broadway
New York, NY 10036

Guidelines and specifications for architects, planners and interior designers.

Cotler, S.R. and DeGraff, A.H.
Architectural Accessibility for the Disabled of College Campuses (October, 1976)
State University Construction Fund
194 Washington Ave.
Albany, NY 12210

Technical guide with specification for accommodation of all handicapping conditions.

How to Conduct A Barrier Survey
Office to Promote Independence of Disabled Students
Activities Center—Magnorial Hall
University of Georgia at Atlas
Atlas, GA
(404) 542-7294

Guide for use in conducting a survey of architectural barriers.

Materials from the National Arts and the Handicapped Information Services: A Joint Project of the National Endowment for the Arts and Educational Facilities Laboratories
ARTS (December, 1976)
Box 2040, Grand Central Station, New York, NY 10017

A bound listing of publications, resources and schools of architecture focusing on accessibility issues.

Milner, Margaret
Planning for Accessibility: A Guide to Developing and Implementing Campus Transition Plans
Association of Physical Plant Administrators of Universities and Colleges (1978)
11 Dupont Circle—Suite 250
Washington, DC 20036

Technical, "how to" and case study approach to 504 compliance.

Mistler, Sharon
Planning for Implementation of Section 504 at Colleges and Universities
Regional Rehabilitation Institute on Attitudinal, Legal and Leisure Barriers (March, 1978)
The George Washington University
1828 L Street, NW—Suite 704
Washington, DC 20036

Program and service information rather than guide for physical accessibility.

Progressive Architecture (April, 1978)
600 Summer St.
Stamford, CT 06904
(203) 348-7531

Professional architecture journal. Issue devoted to barrier-free design.

Report
National Center for a Barrier-Free Environment
8401 Connecticut Ave.
Washington, DC 20015

Focus on elimination of architectural and transportation barriers.

Resource Guide to Literature on Barrier-Free Environments: with Selected Annotation
Architectural and Transportation Barriers Compliance Board
(January, 1977)
Washington, DC 20201

An extensive listing of resources regarding architecture, barrier removal, transportation, parks and recreation, standards, legislation, legal matters, disability by type, attitudes, arts and sciences, etc.

ATTITUDES

The Invisible Battle—Attitudes toward Disabled People Beyond the Sound Barrier—Attitudes toward Deaf Citizens Free Wheeling—Attitudes toward Wheelchair Users Counterpoint —Attitudes of Disabled People toward Nondisabled People

Dignity—Attitudes toward People with Mental Retardation
Barrier Awareness Series
Regional Rehabilitation Research Institute on Attitudinal, Legal & Leisure Barriers
RRRI-ALLB
George Washington University
1828 L Street, NW—Suite 704
Washington, DC 20036

Series serves to eliminate many myths and stereotypes about disability. Single copies free. Ask for price list for multiple copies.

Schroedel, John
Attitudes toward Persons with Disabilities: A Compendium of Related Literature
Products Manager
Human Resources Center
Albertson, NY 11507

A bibliography containing abstracts of studies on attitudes toward disabled persons. Grouped into three sections: techniques of changing attitudes, social interaction and employer attitudes.

Siller, Jerome
"Attitudes toward Disability" in *Contemporary Vocational Rehabilitation,* H. Rusalem & D. Malikin (Eds.)
New York: New York University Press, 1976

Presents Siller's taxonomy of seven attitude components vis-a-vis disabled persons as well as implications for attitude change.

Yuker, H., Block, J., and Young, J.
The Measurement of Attitudes toward Disabled Persons
Resource Study No. 7 (1966)
Human Resources Center
Albertson, NY 11507

Yuker, H., Block, J., and Campbell
A Scale to Measure Attitudes toward Disabled Persons
Human Resources Study No. 5 (1960)
Human Resources Research Foundation
Albertson, NY 11507

CAREER DEVELOPMENT

Career Development and Placement Services with the Handicapped College Student: Proceedings of a Midwest Workshop
(March 4-6, 1977)
Blosser, Ronald E., Editor
Specialized Student Services
Southern Illinois University
Carbondale, IL 62901

A series of conference presentations in such areas as job readiness, cooperative education programs, working with employees and program development. Also includes a resource guide.

Dunlop, Carol A.
Projects with Industry—Electronic Industries Foundation
2001 Eye Street, NW
Washington, DC 20006
(202) 457-4900

Joint RSA and industry program to aid disabled persons in seeking employment.

Fraenkel, William A.
Preparing for Work
The President's Committee on Employment of the Handicapped
Washington, DC 20210

Guidelines for employers of mentally retarded employees.

A Self-Directed Career Planning Program for the Visually Disabled
Career Education Program Project Performance Report
Robert Reardon, Ph.D., Project Director
Florida State University
Counseling, Health and Rehabilitation
215 Stone Building
Tallahasse, FL 32306
(904) 644-3839

Development of a small career education program which permits blind and visually impaired persons to have access to specific career literature on audio tape. It also presents a self-directed career search adapted for use without assistance from a sighted person.

COUNSELING, HUMAN SERVICES AND ADAPTIVE TEACHING

Alley, G. and Deshler, D.
Teaching the Learning Disabled Adolescent: Strategies and Methods
Denver: Love Publishing Co., 1979

Specific teaching and tutoring guidelines. Excellent resource on learning disabilities and implication for classroom teaching.

Carlisle, Robert D.B.
"Media: Important Aid for Colleges Seeking to Meet Needs of Handicapped Students"
Planning for Higher Education, Profile 31, pp. 17-24, Winter 1979, Vol. 8, Special Issue
Secretariat, Society for College and University Planning
P.O. Box 3394
Halifax South
Halifax, Nova Scotia, CANADA B3J3J1
(902) 453-2275

Excellent overview of providing programs for handicapped students.

The Coalition of Independent College & University Students
COPUS
1730 Rhode Island Avenue, N.W.
Suite 500
Washington, DC 20036
(202) 659-1747

A student organization whose principal goal is to influence public policy. As a lobby, COPUS has worked toward the elimination of economic barriers to higher education and is now working to eliminate discrimination based on handicapping conditions.

The College for Living
Metropolitan State College
1006 11th Street—Box 92
Denver, CO 80204
(303) 629-2917

A college program for mentally retarded adults.

Curry College Learning Center
Prof. Gertrude M. Webb, Director
Milton, MA 02186

Program for learning disabled college students.

The Disabled College Freshman
The President's Committee on Employment of the Handicapped
Washington, DC 20010

Brochure for college administrators.

Education Unlimited
Educational Resources Center
1834 Meetinghouse Road
Boothwyn, PA 19061
(215) 485-4111

Magazine devoted to special education needs. Write or call for free sample copy.

Gallaudet College
7th and Florida Ave., NE
Washington, DC 20002

A liberal arts college for deaf persons who need special facilities to assist them in learning because of their hearing loss.

A two-booklet portfolio, *The Deaf Student in College,* outlining how to meet the needs of deaf students on regular, integrated campuses, is available without charge from Gallaudet College's Division of Public Services. Other publications and resources are also available upon request.

Gollay, Elinor
A Survey of Higher Education Facilities and Services for Students with Disabilities: final report submitted to BEH (contract# OEC-0-74-9187), July, 1976.
ABT Associates, Inc.
Cambridge, MA

Sections on legislation, admissions, testing, financial aid, learning aids and materials, agencies and bibliography, as well as information on individual colleges.

Guidance, Counseling and Support Services for High School Students with Physical Disabilities: Visual, Hearing, Orthopedic, Neuromuscular, Epilepsy, Chronic Health Conditions.
Technical Education Research Centers, Inc. (1977)
June C. Foster, Project Director
44 Brattle Street

Cambridge, MA 02138

While written with high school students in mind, provides excellent information for college students. Areas include: an overview of disabilities and health problems; coordinating the delivery of services; personal adjustment; educational planning; career development and guidance; vocational assessment; psychometric testing; job placement; and parent involvement. Bibliographies and resource services and organizations are included.

Guidance Services for the Physically Disabled Two-Year College Student: A Counselor's Manual.
State University of New York
Coordinating Area No. 4 Research Project
S.U.N.Y. State College of Optometry
100 East 24th Street
New York, NY 10010
(212) 477-7180

An excellent guide for use by colleges to assist disabled students from initial application for admission through graduation and job placement.

Gust, T.
"Communication Problems of Handicapped College Students"
Rehabilitation Counseling Bulletin
December, 1969

Discusses difficulties encountered by students on college campuses in such settings as classrooms, exam situations, and libraries.

Including the Disabled
100 Elliott St.
Haverhill, MA 01830
(617) 374-0979

Newsletter published by the Massachusetts Board of Regional Community Colleges.

Learning Opportunities Center
Kingsborough Community College
2001 Oriental Boulevard
Brooklyn, NY 11235
(212) 934-5270

A model program for learning disabled college students; write for copy of newsletter and other information.

Lerner, R.S. & Martin, M.

"What Happens to the College Student with a Physical Handicap?"
Personnel & Guidance Journal
Vol. 34 (October, 1955): 80-86

Discusses factors related to college success or failure for disabled students.

McEver, M.L.; Taylor, J.G.; and Opdyke, J.B.
"What to do until the Big Grant Comes"
Journal of College Student Personnel, Vol. 20, No. 1, January, 1979, pp. 67-72.

Developing college programs for disabled students when you don't have a lot of funds.

Macrolab
New Jersey Institute of Technology
323 High Street
Newark, NJ 07102
(201) 645-5369

A research as well as a service project at NJIT. Assists disabled students in engineering, scientific and technical education programs to develop and improve laboratory skills as well as develop and/or modify equipment for their use.

Massie, Robert K.
"Setting their Lives in Motion"
New York Times Magazine
April 22, 1979

Blythedale Hospital and its work with disabled children.

National Association for Students with Handicaps (NASH)
800 21st Stree, NW—Box 2
Washington, DC 20052
(202) 676-7553

Offers a wide variety of services including a national newsletter, information on access, transportation, development of disabled student organizations on college campuses, awareness and advocacy programs and employment.

National Inservice Network
Indiana University
2853 East Tenth Street
Bloomington, IN 47405
(812) 337-2734

An information network funded by the Division of Personnel Preparation, Bureau of Education for the Handicapped, to help regular instructional personnel develop individual educational programs for handicapped children in the least restrictive educational setting. May have some information of value for higher education.

National Technical Institute for the Deaf
Rochester Institute of Technology
One Lomb Memorial Drive
Rochester, NY 14623
(716) 475-6631

Full college program for hearing impaired students. Also provides a wide variety of information and literature on deaf and hearing impaired persons and their needs. Publishes its magazine, *NTID FOCUS*, and offers training of notetakers.

Personnel and Guidance Journal
American Personnel & Guidance Association
Vol. 58, No. 4
December, 1979

Special Issue: Counseling Handicapped Persons and their Families.

Redden, M.R., Davis, C.A.; and Brown, J.W.
Science for Handicapped Students in Higher Education
American Association for the Advancement of Science
1776 Massachusetts Ave., NW
Washington, DC 20036

Discusses problems and solutions for students and faculty in science curricula.

Research and Development Projects
U.S. Department of Labor
Employment & Training Administration
Washington, DC 20213

Reports on projects conducted under the Comprehensive Employment & Training Act (CETA). May present ideas for new projects, especially in the areas of career development and placement. Also, may be source of funding for projects.

Resources for the Vocational Preparation of Disabled Youth
The President's Committee on Employment of the Handicapped (1980)
Washington, DC 20010

Annotated bibliography on vocational training and placement services.

Tucker, W.V. & Olson, R.E.
"Some Experiences in Educating Physically Handicapped Students"
Personnel & Guidance Journal
Vol. 41 (May, 1963): 803-807.

Presents problems and solutions for teaching handicapped students on college campuses.

Workshops on Communication Networks that Promote Opportunities in Post-Secondary Education for the Handicapped,
B.N. Cutcher & T.R. Shworles, (Ed.)
Services for the Handicapped
State University of New York at Buffalo
149 Goodyear Hall
Buffalo, NY 14214
(716) 831-3126

Proceedings of joint SUNY-Buffalo—Bureau of Education for the Handicapped conference held April 23-25, 1979 at Niagara Falls, NY.

Wright State University
Dayton, OH 45435
Change Strategies and Disabled Persons: Post-Secondary Education & Beyond.
Proceedings of 2nd national conference, October 3-6, 1978, P. Marx & P. Hall (Eds.)
Proceedings of the Disabled Student on American Campuses: Services and the State of the Art, P. Marx & P. Hall (Eds.)

Excellent collections of papers presented at these conferences. They reflect what problems are facing colleges and universities as they work toward equal opportunities for disabled students as well as possible solutions to many of these problems.

GRANTS AND FUNDING

NOTE: Before purchase or subscription of grant newsletter, consult with your own institution's grants officer. These materials may be available in the grants office or in your library.

Catulogue of Federal Domestic Assistance
Sup't. of Documents—Government Printing Office
Washington, DC 20402

Write for current edition.

Federal Assistance for Programs Serving the Handicapped,
4th edition
Sup't. of Documents
Government Printing Office
Washington, DC 20402
or: Clearinghouse on the Handicapped
Office for Handicapped Individuals
Dept. of HEW
Office of Human Development Services
Office of the Assistant Secretary
Washington, DC 20201

Write for current edition.

Federal Register
Sup't. of Documents
U.S. Government Printing Office
Washington, DC 20402

Up-to-date information on congressional action and legislation. Of special interest will be funding appropriations.

Grants for Scientific Research
National Science Foundation
Washington, DC 20550

This brochure provides general information about the NSF grant process for research projects, grant administration, and also serves as an aid in preparing proposals. Write for current issue.

The Grantsmanship Center News
1031 So. Grand Ave.
Los Angeles, CA 90015

Bimonthly magazine dealing with grants. It also explains how government bureaus work. A good general and "how to" guide. See especially Jan./Feb., 1980, issue #33.

II. CONSUMERS

CIVIL RIGHTS

Advocate
Disabled in Action of Metropolitan New York
175 Willoughy St.
Brooklyn, NY 11201

General information, conferences, rallies, action oriented.

Amicus
National Center for Law and the Handicapped, Inc.
1235 North Eddy Street

South Bend, IN 46617
(212) 288-4751

Magazine delivering news on legislation as well as complaints and lawsuits filed for alleged violations.

Barrier-Free Meetings: A Guide for Professional Associations
American Association for the Advancement of Science (1976)
1515 Massachusetts Ave., NW
Washington, DC 20005

A "how to" manual explaining how to organize a meeting or conference and have it truly accessible. Also offers program ideas.

Civil Rights Digest
U.S. Commission on Civil Rights
Washington, DC 20425

Magazine format focusing on various civil rights issues. See Spring, 1979 and Winter, 1979 issues, which have articles related to disabled persons.

The Coalition
A.C.C.D.
1346 Connecticut Ave., NW
Washington, DC 20036
(202) 785-4265

Newsletter of the American Coalition of Citizens with Disabilities, Inc. Wide range of information on disabilities with focus on consumer action.

Disability Rights Center
1346 Connecticut Ave., NW
Suite 1124
Washington, DC 20036
(202) 223-3304

Organization providing information on legislation and action. Distributes a newsletter.

Getting Uncle Sam to Enforce your Civil Rights
Clearinghouse Publication 59, May, 1979
United States Commission on Civil Rights
Publications Division
Washington, DC 20425
(202) 254-6600

Describes how and where to file a complaint if you feel your civil rights have been violated.

Handicapped Americans Report
2626 Pennsylvania Ave., NW
Washington, DC 20037
(202) 333-5444

Newsletter dealing with legal and legislative issues.

How to Make Friends and Influence the Media
Institute for Information Studies
400 N. Washington St.—Suite 202
Falls Church, VA 22046
(703) 533-0383

Write for complimentary copy, price list, and list of other publications. This is an excellent resource on use of the media. Background and "how to" information on getting your message across.

Office of Civil Rights
Dept. of HEW
P.O. Box 1909
Washington, DC 20013

Information regarding Section 504 of the 1973 Rehabilitation Act, including guidelines on filing violation complaints.

Producing a Public Relations Program for Disabled Adults
The President's Committee on Employment of the Handicapped
Washington, DC 20210

Brochure on planning and promoting a public relations campaign.

Programs for the Handicapped
Office for Handicapped Individuals
338D Hubert H. Humphrey Bldg.
200 Independence Ave., SW
Washington, DC 20201
(202) 245-1961

A national newsletter covering a wide range of topics related to disabled persons.

Re-Search
RRRI-ALLB
George Washington University
1828 L St., NW—Suite 704
Washington, DC 20036

Newsletter published by the Regional Rehabilitation Research Institute on Attitudinal, Legal and Leisure Barriers.

Varela, Rita A.
Self-Help Groups in Rehabilitation
The American Coalition of Citizens with Disabilities, Inc.
1345 Connecticut Ave., NW
Washington, DC 20036
(202) 785-4265

Historic, legislative and "how to" consumer involvement in policy making.

EMPLOYMENT

Affirmative Action Register
8356 Olive Boulevard
St. Louis, MO 63132
(312) 991-1335

Listing of professional job openings throughout the United States; specifically directed to disabled and other minority persons.

Bureau of Recruiting and Examining
U.S. Civil Service Commission
Washington, DC 20415

Publishes a variety of pamphlets for employers. Topics are related to hiring and maintaining disabled employees.

Asher, J.A. and Asher, J.
How to Accommodate Workers in Wheelchairs
The President's Committee on Employment of the Handicapped
Washington, DC 20210

Originally published in *Job Safety and Health,* October, 1976. Presents advice for employers on elimination of architectural barriers.

Community Jobs
1766 Union St.
San Francisco, CA 94123
(415) 474-2427

Newspaper format listing jobs and internships throughout the United States. Many are community organization positions. Write for free sample issue.

Hammond, Norman C.
"New DP Consciousness: Considering the Handicapped"
Data Management
October, 1978, pp. 31 ff.

Employment opportunities in the data processing field.

Medvene, L.J. and Akabas, S.H.
The Job Hunt of the Disabled: An Exploratory Study
Regional Rehabilitation Research Institute of the International Social Welfare Center
Columbia University School of Social Work
622 West 113th Street
New York, NY 10025
(212) 280-5173/4

Investigates how the disabled find employment; specifically looks at information sources, agencies, job satisfaction and job retention.

Wolfe, Joe
"Disability is no Handicap for DuPont"
The Alliance Review
Winter, 1973-74
The President's Committee on Employment of the Handicapped
Washington, DC 20210

The "DuPont Study" conducted by the E.I. DuPont de Nemours & Company presents hard research evidence on the productivity and job performance of disabled workers. Dispels the traditional myths that handicapped workers cannot be equal or better than nondisabled workers. Reprints available.

INDEPENDENT LIVING

Clothing Design for the Handicapped
Accent Special Publications
Box 700
Bloomington, IL 61701

Also, write for catalogue information on other topics of interest to disabled persons.

Center for Independence of the Disabled in New York, Inc. (CIDNY)
853 Broadway—Room 611
New York, NY 10003
(212) 674-2300

Provides a variety of services related to independent living; assistance in household management; counseling; housing information; information on benefits, services and social programs (SSI, Medicaid, half-fare programs); OVR information; legal referral; etc.

Center for Independent Living
2539 Telegraph Avenue
Berkeley, CA 94704

Provides a variety of services related to independent living; assistance in household management; counseling; housing information; information on benefits, services and social programs (SSI, Medicaid, half-fare programs); OVR information; legal referral; etc.

Independent Living Systems, Inc.
Princeton Station Office Park
P.O. Box 2331
Princeton, NJ 08540

Information on individual and congregate housing for the physically disabled.

Larson, M.R. and Snobl, D.E.
Attendant Care Manual
Southwest State University
Marshall, MN 56258

Overview for attendants and offices serving disabled students. Discusses nature of different disabilities, screening and contracting of attendants, duties and emergency procedures. Should *not* be used as a substitute for pre-service and/or in-service training.

New Life Options: Independent Living and You
Institute for Information Studies
400 N. Washington St., Suite 202
Falls Church, VA 22046
(703) 533-0383

Discusses four independent living programs in different parts of the United States. Also explains Title VII legislation of the Rehabilitation Act Amendments of 1978 (PL95-602) and how and where to get additional information. Includes an 8 rpm recording.

Unique Efficiency
732 Valley Road
Montclair, NJ 07043

Catalogue of homemaking aids for the physically limited homemaker.

RECREATION

Access to Recreation: A Report on the National Hearings on Recreation for Handicapped Persons; for A&TBCB (Grant#16-P-57856/1-02)
R.S.A.
Office of Human Development
Dept. of HEW

Washington, DC 20201

Hearing testimony on problems of lack of accessible recreational facilities in the U.S.

Corty, Julianne
"Disabled Blaze New Trails in the Wilds"
The New York Times
October 21, 1979, travel section, pp. 1, 12, 13.

Article about 7-day canoe trip for disabled persons. Includes list of outdoor programs for the handicapped.

Guide to the National Parks and Monuments for Handicapped Tourists
The President's Committee on Employment of the Handicapped
Washington, DC 20310

In Control
Branch of Visitor and Recreation Services
Room 106
National Capitol Region
1100 Ohio Drive, SW
Washington, DC 20242
(202) 426-6770

Information on accessible places and activities in Washington, D.C.

National Recreation Boating for the Physically Handicapped
Human Resources Center (1978)
Albertson, NY 11507

Strategy paper and annotated bibliography.

National Wheelchair Athletic Association
40-24 62nd Street
Woodside, NY 11377
(212) 898-0976

SEXUALITY

Planned Parenthood—World Population
810 7th Avenue
New York, NY 10019
(212) 454-7800

Publishes specialized literature on sexuality for disabled persons.

SIECUS
Sex Information and Education Council of the U.S.
137-155 North Franklin St.

Hempstead, NY 11550

Note their SIECUS report, Special Issue on the Handicapped, 1976.

The Task Force on Concerns of Physically Disabled Women
Human Sciences Press
72 Fifth Ave.
New York, NY 10011

Toward Intimacy: Family Planning and Sexuality Concerns of Physically Disabled Women

Within Reach: Providing Family Planning Services to Physically Disabled Women

Two excellent, well written and honest books on sexuality and related topics for consumer as well as professional.

TRANSPORTATION

Access Amtrak
Office of Consumer Relations
Amtrak
400 No. Capitol St., NW
Washington, DC 20001

Brochure and information to aid the handicapped train rider.

Access Travel: Airports—A Guide to Accessibility of Terminals
Federal Aviation Administration (3rd Ed., September, 1979)
Dept. of Transportation
Washington, DC 20591

Lists facilities for disabled persons in 282 airports in 40 countries.

Personal Licensed Vehicles for the Disabled
A Report of a Workshop (June 14-17, 1976; Skyline Inn, Washington, DC)
Rehabilitation Engineering Center
Moss Rehabilitation Hospital
12th St. and Tahoe Rd.
Philadelphia, PA 19141

Discusses users' needs for transportation, funding and agency assistance, and technical information on human and powered vehicles.

Summary Report and the National Survey of Transportation: Handicapped People
Urban Mass Transportation Administration (June, 1978)

U.S. Dept. of Transportation
Washington, DC 20590

Discusses research findings regarding needs and travel patterns of disabled persons, problems and potential solutions.

Transportation Assistance for Elderly & Handicapped Persons
Urban Mass Transportation Administration
Office of Public Affairs
U.S. Department of Transportation
400 7th Street, S.W.
Washington, DC 20590
(202) 426-4043

A Department of Transportation brochure explaining legislation related to transportation of elderly and handicapped persons. Also includes listing of regional field offices as well as state departments of transportation.

III. INFORMATION, EQUIPMENT AND SERVICES

ADAPTIVE DEVICES AND SERVICES

American Printing House for the Blind
1939 Frankfort Avenue
Louisville, KY 40206

A source of braille, tape and large-print textbooks. Write for catalogue.

Apollo Lasers, Inc.
6357 Arizona Circle
P.O. Box 45002
Los Angeles, CA 90045
(213) 776-3343

Devices utilizing closed circuit TV camera and screen to enlarge reading materials for persons with low vision.

Captioned Films for the Deaf Distribution Center
5034 Wisconsin Avenue, NW
Washington, DC 20016

Listings of available captioned films and sources. Write for catalogue.

Committee on Science and Technology
U.S. House of Representatives
Suite 2321—Rayburn House Office Buiiding
Washington, DC 20515

Conducts hearings and investigates issues related to adaptive devices and technological inventions.

Computer Center for the Visually Impaired
Baruch College
17 Lexington Ave.
New York, NY 10010
(202) 725-7644

Provides computer and data processing training to blind and visually impaired students.

Division for the Blind and Physically Handicapped
Library of Congress
Washington, DC 20542

Provides books and magazines on recorded discs and tapes and in braille. Also provides cassette and phonograph machines and attachments.

Hal-Hen Company
36-14 Eleventh Street
Long Island City, NY 11106
(212) EX2-6020

Manufacturer of various adaptive devices for deaf and hearing impaired persons.

Hearing Ear Dog Program
Hollison Junior College
45 West Street
Lenox, MA 01240
(413) 637-0600

Trains dogs to aid deaf and hearing impaired persons.

Howe Press
Perkins School for the Blind
Watertown, MA 02172
(617) 924-3434

A catalogue of books, writing devices, braillers, etc. is available in braille and print format.

Kurzweil Computer Products
33 Cambridge Parkway
Cambridge, MA 02142
(617) 864-4700

Manufactures the Kurzweil Reading Machine, a device which converts printed material into spoken English. Also publishes *The Kurzweil Report,* a newsletter about use and

developments of the reading machine.

Possum, Inc.
P.O. Box 7033
Van Nuys, CA 91409
(213) 989-5592

Micro-circuitry electronic and other equipment to aid severely disabled persons.

Products for People with Vision Problems
The American Foundation for the Blind (1979-80)
Consumer Products Report
15 West 16th St.
New York, NY 10011
(212) 620-2000

Catalogue of products, devices, and its own resource guide. Available in large print and braille. AFB also provides a wide range of services and publications as well as conferences and professional and consumer meetings.

Schaefer, K.J. and Specht
"A light probe adapted for use in training the blind"
The American Journal of Occupational Therapy
October, 1979, Vol. 33, No. 10, pp. 640-643

How to build a low-cost light probe. Use, construction, schematic diagram, parts, price list and bibliography.

Scitronics, Inc.
523 So. Clewell St.
P.O. Box 5344
Bethlehem, PA 18015
(215) 868-7220

Microcircuitry electronic and other equipment to aid severely disabled persons.

Services for Special Needs
Bell Telephone System
Contact local Bell Telephone business office

A listing of available adaptive telephone equipment for persons with varying disabilities.

STIM Project
Socio-Technological International Models Project
Dept. of Technology and Society
College of Engineering and Applied Sciences
SUNY—Stony Brook

Stony Brook, NY 11794
Dr. Thomas T. Liao, Director

Series of guidebooks: *Accessibility for the Handicapped*—Student Reading; *Accessibility for the Handicapped*—Instructor's Guide; *Electric and Hybird Vehicles; Microcomputers for Personal Use.*

Telesensory Systems, Inc.
3408 Hillview Avenue
Box 10099
Palo Alto, CA 94304
(415) 493-2626
(800) 227-8418

Manufacturer of the Optacon and the Talking Calculator, devices used by blind and visually impaired persons. The Optacon converts printed material to tactile vibrating reeds which are "read" with a finger. The Talking Calculator utilizes recorded speech as well as visual display.

Touch-Know: A Handbook on Tactile Signs and Location Cues for the Blind and Visually Impaired
Dialogue with the Blind (1978)
3100 Oak Park Ave.
Berwyn, IL 60402
(312) 749-1908

Visualtek
1610 26th Street
Santa Monica, CA 90404

A device utilizing closed circuit TV camera and screen to enlarge reading materials for persons with low vision.

Zygo Communication Systems
Everest and Jennings International
1803 Pontius Avenue
Los Angeles, CA 90025
(213) 478-1057

Microcircuitry electronic and other equipment to aid severely disabled persons.

PRIVATE AGENCIES

NOTE: Many of the agencies listed below provide direct services to clients as well as conduct research, hold professional meetings and conferences and publish a variety of brochures, papers and reports.

American Cancer Society

777 3rd Avenue
New York, NY 10017
(212) 371-2900

American Coalition of Citizens with Disabilities
1346 Connecticut Avenue, NW
Washington, DC 20036

Information and referral services. Also undertakes lobbying, advocacy and activism.

American Council of the Blind
1211 Connecticut Avenue, NW
Suite 506
Washington, DC 20036

A consumer oriented, self-advocacy organization of blind persons. Newsletter, *Braille Forum,* and other literature are available.

American Diabetes Association
600 Fifth Avenue
New York, NY 10020
(212) 541-4310

American Heart Association
3 West 29th Street
New York, NY 10001
(212) 686-3860

The Arthritis Foundation
221 Park Avenue South
New York, NY 10003
(212) 677-5790

Bakal, Carl
Charity, USA: An Investigation into the Hidden World of the Multibillion Dollar Charity Industry
Times Books, NY, 1979

Provides information on how many service agencies function.

Directory of Organizations Interested in the Handicapped
Committee for the Handicapped
People-to-People Program
La Salle Building—Suite 610
Connecticut Ave. and L Street
Washington, DC 20036

A list of 107 organizations, their programs, personnel, resources and publications.

The Disabled Worker
The National Urban Coalition
1201 Connecticut Avenue, NW
Washington, DC 20036
(202) 331-2400

Discusses ways in which community groups can work with vocational rehabilitation agencies to improve employment opportunities for people with handicaps.

The Epilepsy Foundation of America
1828 L Street, NW—Suite 406
Washington, DC 20036
(202) 293-2930

Publishes *Tapsline,* a newsletter of the Foundation's Training and Placement Service (TAPS).

Living with Cancer, Inc.
P.O. Box 3060
Long Island City, NY 11103
(212) 841-5143

Consumer-run organization dedicated to improving the quality of life for cancer patients and their families and friends. Referral service, legislative program, monthly support group meetings, and newsletter. A library and counseling center are planned for the future.

Muscular Dystrophy Associations of America, Inc.
810 Seventh Avenue
New York, NY 10019
(212) 586-0808

National Amputation Foundation
12-45 150th Street
Whitestone, NY 11357

National Association for the Deaf
814 Thayer Avenue
Silver Springs, MD 20910
(301) 587-1788

A national organization of and for hearing impaired persons. Publishes literature, a magazine, conducts research, provides interpreter training, and maintains a registry of interpreters.

National Association for Visually Handicapped
305 East 24th Street, 17-C
New York, NY 10010
(212) 889-3141

Agency specifically established to assist the partially sighted. Write or call for catalogue of large print books and information kit.

National Captioning Institute
P.O. Box 57064
West End Station
Washington, DC 20037

Provides information on closed circuit television captioning for deaf persons.

National Easter Seal Society
2023 West Ogden Avenue
Chicago, IL 60612

Provides client services, conducts research and disseminates literature on tuberculosis, lung and respiratory diseases.

National Multiple Sclerosis Society
205 East 42nd Street
New York, NY 10017
(212) 986-3240

National Registry of Interpreters for the Deaf
P.O. Box 1339
Washington, DC 20013

Maintains lists of registered *oral* and *manual* interpreters throughout the United States.

The Orton Society, Inc.
New York Branch
80 Fifth Avenue—Room 903
New York, NY 10010
(212) 691-1930

A nonprofit, scientific and educational association committed to the study, practice and treatment of specific learning disability often called "dyslexia."

United Cerebral Palsy Association, Inc.
66 East 34th St.
New York, NY 10016
(212) 481-6300

The Volta Bureau
3417 Volta Place, NW
Washington, DC 20007

Provides consultation regarding hearing impairment through its national office as well as through regional representatives.

PUBLIC AGENCIES

Bureau for the Blind and Visually Handicapped
U.S. Dept. of Education
Rehabilitation Services Administration
Mary E. Switzer Building
330 "C" Street, SW
Washington, DC 20201
(202) 245-9918

Monitors and provides information on the state-federal vocational rehabilitation programs for blind and visually impaired persons in each state. Also provides technical assistance, reviews and analyzes new equipment, and provides grants for model demonstration projects.

Directory of National Information Sources on Handicapping Conditions & Related Services. DHEW#(OHDS) 80-22007
Clearinghouse on the Handicapped
Office for Handicapped Individuals
Department of Health, Education & Welfare
388-D Humphrey Building
Washington, DC 20201
(202) 245-1961

One of the most excellent, detailed resources available. Every office providing services to disabled clients should have a copy. Topics listed in the table of contents include: Advocacy, Consumers, Volunteers, Health Organizations; Information/Data Banks; Federal Government Other than Information Units; Professional & Trade Organizations; Facilities, Schools, Clinics; Service Organizations. The appendices list religious organizations, sports by and for handicapped persons, and an alphabetic listing of organizations and federal programs.

Handi-captions
Minnesota State Council for the Handicapped
Metro Square—Suite 208
7th and Robert Streets
St. Paul, MN 55101
(612) 296-6785

Newsletter about rehabilitation activities within the state of Minnesota.

Human Development News
U.S. Department of HEW
Office of Human Development Services
Washington, DC 20201

New newsletter. First issue, January, 1980. Information on a wide variety of topics related to human services.

The Innovator
California State Department of Rehabilitation
830 K Street Mall
Sacramento, CA 95814

Newsletter about rehabilitation activities within the state of California.

National Institute of Mental Health
Park Lawn Building
5600 Fishers Lane
Rockville, MD 20852
(301) 443-2404

Office of Deafness and Communicative Disorders
Rehabilitation Services Administration
HEW South Building, Room 3414
Washington, DC 20201

The President's Committee on Employment of the Handicapped
Washington, DC 20210

Publishes *Disabled USA* and a wide variety of literature on various topics related to the education and employment of disabled persons.

Programs for the Handicapped
Office for Handicapped Individuals
338D Hubert H. Humphrey Building
200 Independence Ave., SW
Washington, DC 20201
(202) 245-1961

Rehabilitation Services Administration (RSA)
HEW South Building, Room 3006
330 "C" Street, SW
Washington, DC 20201
(202) 245-8492

Federal agency responsible for policy and resources related to rehabilitation. NOTE: Also contact individual state offices for vocational rehabilitation.

Social Security Administration
330 Independence Avenue, SW
Washington, DC 20201
—and local offices

For information regarding Supplementary Security Income (SSI), and other social security matters.

U.S. Dept. of Education
Edwin W. Martin
Acting Assistant Secretary for Special Education and Rehabilitative Services
Donohoe Building—Room 4030
400 6th Street, SW
Washington, DC 20202
(202) 245-9661

The Department of Education and its various bureaus and agencies publish and distribute hundreds of reports, monographs and papers every year. Conferences are sponsored and projects funded through the various offices. Of special importance are the Office of Special Education (formerly BEH), the Rehabilitation Services Administration, and the National Institute of Handicapped Research.

INFORMATION AND TRAINING MATERIALS

Affirmative Action: A Resource Catalogue
West Virginia University Foundation, Inc.
Research and Training Center
1223 Myers Ave.
Dunbar, WV 25064

Listing of audio-visual materials on affirmative action and related legislation.

American Annals of the Deaf
5034 Wisconsin Avenue, N.W.
Washington, DC 20016

Journal relating to deafness and deaf persons.

Continuing Education Program for Rehabilitation: Region II
S.U.N.Y. at Buffalo
416 Christopher Baldy Hall
Amherst, NY 14260
(716) 636-2517

Continuing Education Newsletter—Provides information on conferences, workshops, print and non-print materials, and continuing education credits in rehabilitation.

Training Resources Directory—Excellent listing and review of print and non-print materials for use in rehabilitation and related settings.

ERIC Clearinghouse on Adult, Career and Vocational Education

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210
(614) 486-3655

A national information system which obtains and makes available hard-to-find, often unpublished information in all areas of education.

Filmakers Library, Inc.
290 West End Avenue
New York, NY 10023
(212) 355-6545

Write for catalogues on topics such as special education, psychology and sociology.

HEATH Resource Center
Higher Education and the Handicapped
American Association for Higher Education
One Dupont Circle—Suite 780
Washington, DC 20036
(202) 293-6447

A united effort of 23 major national higher education associations and consumer organizations of handicapped persons. These groups have joined together to assist the higher education community to respond to the new federal requirements mandating equal access to post-secondary institutions for qualified handicapped students and employees. Publishes newsletter, *HEATH*.

Handicapped Learner Materials Distribution Center
Audi-Visual Center
Indiana University
Bloomington, IN 47401

Publishes and distributes print and nonprint materials on various issues relating to disabilities and disabled persons.

How to Communicate to and about People who Happen to be Handicapped
The Senior Cosmo's Club
The President's Committee on Employment of the Handicapped
Washington, DC 20210

National Humanities Education Center
110 Spring Street
Saratoga Springs, NY 12866
(518) 587-8770

Write for catalogue of publications as well as conference programs relating to education.

National Media Center for the Handicapped
Ohio State University
Columbus, OH 43210

Publishes and distributes print and non-print materials on various issues relating to disabilities and disabled persons.

National Resource Directory: A Guide to Services and Opportunities for Persons with Spinal Cord Injury or Disease and Others with Severe Physical Disabilities
National Spinal Cord Injury Foundation, Inc.
369 Elliot Street
Newton Upper Falls, MA 02164
(617) 964-0521

Good resource guide on agencies, organizations, publications, films and medical, research and rehabilitation services.

Owens, J.A., Redden, M.R., and Brown, J.W.
Resource Directory of Handicapped Scientists
American Association for the Advancement of Science
1776 Massachusetts Ave., NW
Washington, DC 20036

Listing of handicapped scientists in a variety of areas who are resources for information as well as role models for disabled students.

Rehabilitation International USA
20 West 40th St.
New York, NY 10018
(212) 869-0461

Operates Rehabfilm Rental Library and organizes the International Rehabilitation Film Festival. Publishes *Rehabilitation World* and *Rehabfilm Newsletter.*

Research Institute for the Study of Learning Disabilities
Box 118
Teachers College, Columbia University
New York, NY 10027

Write for copy of newsletter and other information.

Russell, M.G. and Banttari, M. (Eds.)
Developing Potentials for Handicaps: An Annotated Bibliography
The Minnesota Home Economics Association (1978)

c/o Garrett Russell
452 Upton Ave., So.
Minneapolis, MN 55405

Annotated references on conceptual and practical materials for daily living.

Special Education Careers: Programs for Professional Training in Special Education
Bureau of Education for the Handicapped
Office of Education
Dept. of HEW
Washington, DC 20202

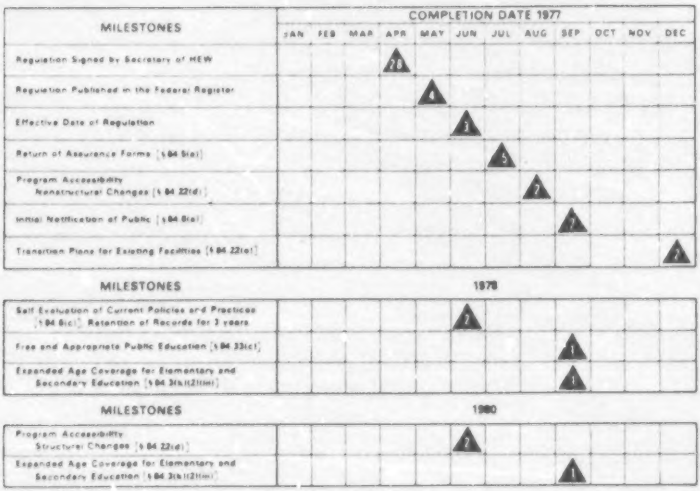
Directory of programs for preparation of special education in US colleges and universities as well as state departments of education.

Spinal Cord Injury Manual
Eastern Paralyzed Veterans Association
432 Park Ave. South
New York, NY 10016
(212) 686-6770

Listing of service centers as well as guide to medical aspects of spinal cord injury.

Appendix A

Timetable For Section 504 Compliance Activities


MILESTONES
COMPLETION DATE 1977
JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC
Regulation Signed by Secretary of HEW
Regulation Published in the Federal Register
Effective Date of Regulation
Return of Assurance Forms [§84.5(a)]
Program Accessibility Nonstructural Changes [§84.22(d)]
Initial Notification of Public [§84.8(a)]
Transition Plans for Existing Facilities [§84.22(c)]
MILESTONES
1978
Self Evaluation of Current Policies and Practices [§84.6(c)]; Retention of Records for 3 years
Free and Appropriate Public Education [§84.33(c)]
Expanded Age Coverage for Elementary and Secondary Education [§84.34(a)(2)(iii)]
MILESTONES
1980
Program Accessibility Structural Changes [§84.22(d)]
Expanded Age Coverage for Elementary and Secondary Education [§84.34(a)(2)(iii)]

Source: Milner, M. *Planning for Accessibility.*
The Association of Physical Plant Administrators
of Universities & Colleges
Eleven DuPont Circle, Suite 250
Washington, D.C. 20036
Used with permission.

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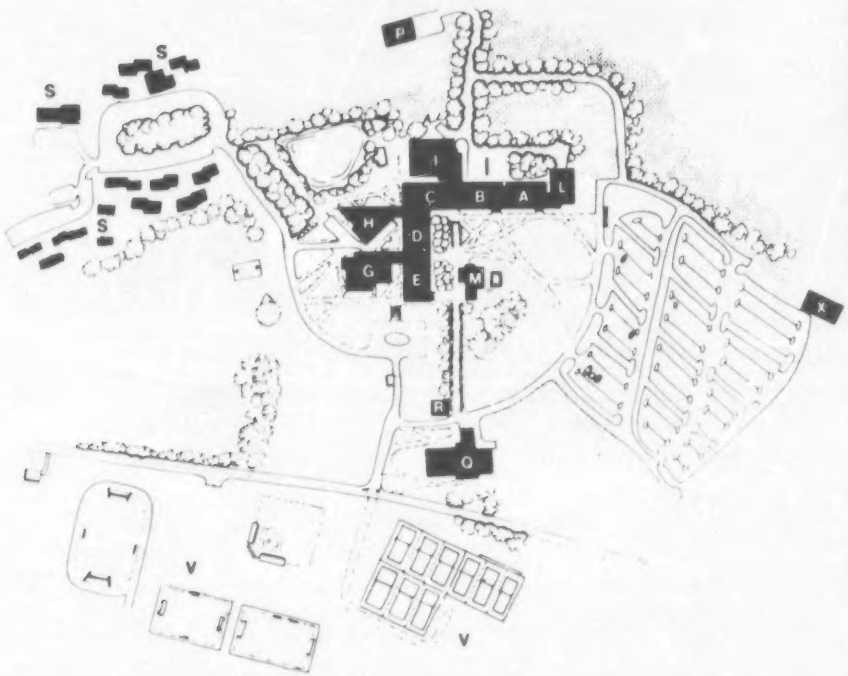
Apendix B
Map Of Ramapo College



A Academic Wing
School of Administration/Business
School of Contemporary Arts

B Academic Wing
School of American/International Studies
Media Center

C Academic Wing
Campus Bookstore
Evening and Saturday Office
Security Office
Student Life

D Academic Wing
Academic Affairs
Business Office
Specialized Services

E Academic Wing
Computer Services
Day Care
Equal Opportunity Program
Financial Aid
Health Services
Division of Learning Skills

G Academic Building
School of Environmental Studies
School of Metropolitan/Community Studies
School of Theoretical/Applied Science

H Academic Building
Auditorium

I Student Life Building
Dining Hall
Pub
Student Activities

L Library

M Mansion
Academic Services
Administration/Finance
Admissions
Adult Learning
Institutional Analysis
President
Public Information
Registrar
Research/Development

Q Physical Education Building
Gymnasium
Pool
Division of Physical Education/ Athletics

S Student Housing

V Sports Fields
Tennis Courts
Soccer Field
Baseball Field
Football Field
Field Hockey Field

X Alternate Energy Center